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ABSTRACT

Thirty library officers from 27 ships of the U.S. Navy participated in this study to ascertain the training needs of shipboard library officers in library administration and to determine their perceptions on their positions as administrators and managers of general libraries aboard ship. It was found that three-fourths of the officers were college graduates under 25 years old with little or no training in library administration, and that 90 percent indicated a need for a library administration program. The report provides a definition of the problem, a review of related literature, a description of the research procedure, and a summary of findings, conclusions, and recommendations. Appendices provide a sample questionnaire, an interview guide, a critical incident questionnaire, a program paradigm, and a proposed training model for library administration orientation. Tables are included, and a bibliography lists 91 sources. (FM)

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PERCEPTIONS HELD BY LIBRARY OFFICERS OF INSERVICE TRAINING NEEDS FOR AN EFFECTIVELY ADMINISTERED PROGRAM AFLOAT WITHIN THE WESTERN PACIFIC AND INDIAN OCEAN AREAS

by

Arlene Leong Luster

A Dissertation presented to the
Faculty of the School of Education
University of Southern California
in partial fulfillment of the
requirements for the Degree--
Doctor of Education
June 1977

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CHAPTER I

THE PROBLEM

Library collections on ships have been known to exist long before the days of Christopher Columbus when ship's officers had their private collections with them during their deployment. According to Skallerup (1974) the 74-gun USS FRANKLIN was probably the first ship to have a real library as one knows it today.

Like shipboard libraries, library officers and ship librarians as well as attendants also have been long established. Shipboard libraries are command responsibilities as are all other functions carried out on board ship. Local funds provide logistical support for space, personnel, equipment and supplies. Typically, the administration of shipboard libraries, including their establishment, and operation of programs of library service designed to meet the requirements of all personnel within the Command, are the responsibility of a person within the command who is referred to as the Library Officer. The Commanding Officer delegates authority for execution of this function within the Command, whereas the administration of the present library program remains under the cognizance of the Chief of Naval Education and Training Support (CNETS).

Library Officers are generally appointments or voluntary commitments from conscientious officers. The position is usually a collateral responsibility aboard ships; therefore, it bears no direct relationship to the officer's career or main responsibility on board ship. Collateral responsibilities are usually numerous as a Library Officer has been known to have as many as fifteen collateral assignments. These assignments allow very little time for the administration of the ship library. There is no mandatory training for collateral assignments. Most library officers have had little or no professional library training and experience and even less knowledge about library operations than about other tangential functions. The shipboard library program is many times overlooked because the officer typically responsible (1) has too many other duties to perform, and (2) never had any training and sometimes cannot even spell the term "library." The disadvantages of having supervisory, administrative officers without any library training or experience would seem to be obvious and sometimes detrimental to the ship library program.

Today's Library Officers are generally graduates of colleges and universities, Naval academies, engineering schools, Officer Candidate Schools, who have primary duties as Weapons Officers, Executive Officers, Chaplains, Operations Officers, and as other specialists. Library training courses for Naval officers have been introduced as a segment of the Recreation Management Afloat course and at the Naval Regional Librarians' workshops whenever the ship may be at the home port. Irregularly scheduled, these courses are not commonly available at all times. Therefore, inservice training needs must be determined for a more effective administrative library program aboard ships.

The Problem Situation

There are more than 70 ship libraries assigned to the Western Pacific and Indian Ocean areas and more than 20,000 users afloat. Based on a recent study of clothbound collections afloat, findings indicated that there was an inventory value of more than $600,000 floating on the Western Pacific and Indian Ocean waters. This creates, of course, the need for supervision and effective use of these resources.

The training of 70 or more ship Library Officers in library administration has posed many problems. The majority of these officers has not been able to manage successful ship library programs commensurate with the investment of the collection because of the lack of proper training in the field. Trained and skilled officers are vitally important to the ship library program, for they should know how (a) to make the maximum use of their collections, (b) to use the services and resources offered by CNETS and their nearest Naval Regional Librarian, (c) to select materials to serve the needs of their individual divisions for upgrading the educational requirements of the crew and for meeting the minimal requisites of the Overseas Diplomacy Information program and off-duty educational programs, and (d) to obtain the maximum value of the monies invested in the cost of materials, facilities, and staff. A trained Library Officer would be invaluable in providing the best library resources and services to the crew and in protecting the investment of library materials for the United States Navy.

The Standard Organization and Regulation of the United States Navy (OPNAVINST 3120.32) stated, in detail, the duties, responsibilities, and authority of a Library Officer. Also, if the Library Officer has attended one of the basic library management courses offered by a Naval Regional Librarian, the Library Officer was briefed generally on the procedures and regulations on how to run his library effectively. Some officers, however, may have received prior basic administration and management training as part of their Naval training that may have assisted in the general administration of shipboard libraries.

The major problems in the administration of shipboard libraries have been (a) the lack of time and, sometimes, of interest on the part of the Library Officer as well as other ship library personnel, (b) low priorities because of more important duties regarding the primary mission of the ship, and (c) insufficient time to learn and to gain experienced library administration as Library Officers. In the past, Library Officers have been known to have attended the Recreation Management Afloat courses sponsored by the United States Navy Bureau of Personnel where they received a very brief mention of general library services. Today, library orientation has been modified in the Recreation Management Afloat courses because of the curtailment on the use of non-appropriated funds for library services and resources. The instructors in these courses usually refer the class to the Naval Regional Librarian for more information and for additional training in library administration.

There has been very little research and information on the Library Officer in any of the Armed Forces library systems. Articles have been published in library and military professional journals representing the military's reading habits, library facilities, and usage of the library in war and peace. There is virtually nothing, however, on the administration of the ship library program. A thorough search of the literature revealed little evidence of any writing relative to library officers' training in library administration. Some literature on the inservice training of professional librarians outside the military has been known to exist; however, there is very little offered for the military Library Officer. The lack of literature in the field and the fact that nothing has been written specifically on military Library Officers' training in library administration prompted this researcher to undertake the task. Only three doctoral dissertations on military libraries have been written since 1925, but none on the Navy library system has appeared.

Preparation for library administration has been a source of difficulty partly because of the following reasons: (a) ship library officers are part-time volunteers or appointees, (b) library billets have been assigned with very little regard to educational background, library experience, or interest level of the individual, (c) time served as library officer may have ranged from one week to four years or more, and (d) the assignment of Library Officer is only one of the many collateral duties that an officer has with the priorities of library administration being considerably lower than that of his other assignments. The Navy, however, has provided some means for the Library Officer to meet the standards of CNETS through (a) the Naval Regional Librarians' training and assistance visits and workshops for shipboard libraries, (b) its training films, (c) the Naval General Library Manual (NAVEDTRA 15862A), and (d) the Naval General Library

Newsletter (NAVEDTRA 38000).

Statement of the Problem

The purpose of this descriptive study was to provide a brief historical overview of shipboard libraries with special emphasis on the identification of training needs of shipboard Library Officers in the area of library administration within the Western Pacific and Indian Ocean regions. Moreover, this study endeavored to determine how shipboard Library Officers perceived their billets with the overall library operations and procedures of managing a shipboard library.

Questions to be Answered

The assignment of Library Officers should be made a vitally important segment of a military officer's career in his field as administrator of a shipboard library because of the positive impact the library can have on the education, morale, information, and recreation of the entire crew. Answers to the following questions were sought:

1. What were the characteristics of Library Officers in regard to their educational and administrative backgrounds for shipboard libraries and their primary billets?

2. To what extent and in what ways have ship Library Officers employed their knowledge of the services

and resources of the Naval General Library Program for the management of their own shipboard libraries?

3. To what extent and in what ways has the present administration of ship library programs reflected the standards of the Naval General Library Program according to primary priorities of the ships?

4. What training programs in library administration have been available for officers in their assignments as administrators of library activities aboard ships?

5. On the basis of the findings, what recommendations could be made concerning training needs on library administration for ship Library Officers?

Assumptions

This study was based on the following assumptions:

1. The shipboard Library Officers' part-time billets would continue to be an important asset for guidance and administration within the Navy general library afloat program.

2. There is a need to develop a training program for better administration and management of shipboard libraries.

3. The major problems in shipboard library administration are in need of identification.

4. Materials gathered would provide necessary information relevant to the training needs of Library

Officers as well as of library attendants and other ship library personnel.

5. The information obtained from personal interviews would be given in good faith by the individuals communicated with in person.

Delimitations of the Study

A survey of all Naval general libraries afloat and ashore was not considered feasible. Several practical limitations to the study were established to ensure a realistic and manageable framework.

Range. The study was limited to military library officers serving on board ships assigned to the Western Pacific and Indian Ocean areas. This limitation included Library Officers of ship libraries with minimal collections of 350 volumes and more; therefore, the study was limited to 30 ship libraries. The basic source of information utilized for ship locations was Homeports of Ships, Sea Going Staffs, and Permanent Duty Stations of Aviation Units and Specific Miscellaneous Units, U.S. Navy (OPNAVINST 3111.14S) (Department of the Navy, 1975).

Military Jurisdictions. The study was limited to ship libraries under the jurisdiction of the following fleet commands in the Western Pacific and Indian Ocean areas: (a) Pacific Fleet, (b) Fleet Maintenance, (c) Third Fleet, (d) Fleet Training Group, (e) Logistics Command,

(f) Submarine Force Pacific, (g) Service Squadron Five, (h) Seventh Fleet, and (i) Surface Group Middle Pacific.

Programs. The study included only ship Library Officers' administration of libraries afloat rather than shore station Library Officers of the Navy and Marine Corps. Ship libraries considered in the study extended to ships homeported in the Western Pacific and Indian Ocean areas: Pearl Harbor, Hawaii; Guam, Mariana Islands, Yokosuka and Sasebo, Japan; and Subic Bay, Philippine Islands.

Time. The period on which the study focused was six months.

Definitions of Terms

The following terms used in this study have been defined for the reader to clarify terminology commonly used in the Navy and in Naval libraries today.

Accredited Library School: Institution offering education in librarianship that has been approved by the Board of Education for Librarianship of the American Library Association (ALA) as meeting requirements adopted by the ALA Council for various types of library schools.

Appropriated Funds: Refers to funds approved by Congress from tax revenue for use by governmental departments and agencies, i.e., public funds.

Automatic Distribution: Monthly clothbound and paperbound book kits selected by professional librarians and bought with central funds from CNETS and sent to ship and shore station libraries.

Berthing Area: Sleeping area assigned to sailors on board ship; sometimes the berthing area is used for deposit collections and small libraries, e.g., on submarines.

Billet: Duties, tasks, and responsibilities performed by one individual. Also a specific assignment in a ship or station organization, e.g., position.

Book Stock: Stocks of generally standard titles of clothbound and paperbound books maintained by the Naval Supply Center in Norfolk, Virginia.

Chief Petty Officer: A senior enlisted rating that may be an acting or permanent appointment.

Chit: An informal, signed agreement to pay, authorize, or request.

CNETS: Abbreviation for Chief of Naval Education and Training Support.

Command Responsibility: The responsibility of a Commanding officer to delegate the administration of Navy libraries, including the establishment, development, and operation of programs of library service to a person within his command who shall be referred to as the Library Officer.

Commander: An officer whose rank is below captain and above that of Lieutenant Commander. One who exercises absolute authority.

Commissioning Library: Initial library book collection for newly commissioned, converted, and reactivated ships and station activities, selected, and supplied by the Chief of Naval Education and Training Support at no charge to the receiving activity.

Critical Incident Technique: A method of research to gather factual experiences which usually result in comfortable or uncomfortable feelings.

Directive: Written military order in which policy is promulgated or a specific action is required; plan issued with a view to placing it in effect when so desired, or in the event that stated contingency arises; any communication which initiates or governs action, conduct, or procedure.

Echelon: Level of command.

Ensign: The most junior commissioned officer rating--below a Lieutenant Junior Grade.

Excessing: A method of disposal for library materials that are transferred to other federal libraries because of duplication, newer editions, and non-use. Materials that are weeded out of a collection are "excessed."

Exchange Collection: A collection of books and related materials maintained by Naval Regional Librarians to supply ships and to provide a number of small shore libraries with extension services. The collection consists of books that are transferred from ship and shore libraries in the Navy and other branches of the Armed Services. Exchange collections are located at Pearl Harbor, Hawaii; Yokosuka, Japan; Treasure Island and San Diego, California.

Inservice Training/Education: Process of management in aiding employees to gain effectiveness in their present and future work assignments by planning, organizing, and conducting a program of systematic instruction and practice on the job, or in classroom situations.

Librarian: A term designated by the Navy for person(s) in charge of ship library activities. The term used in this study denotes the assigned Navy personnel in the library designated as the "Ship's Librarian." See also Professional Librarian.

Library Officer: Military personnel assigned the function of organizing, planning, and administering a library service on behalf of the command or activity for the benefit of uniformed personnel on board ship.

Library Technician: Individual who has had some post-high school academic training and some training in library services.

Lieutenant: Junior officer ranking above an Ensign and below a Lieutenant Commander.

Lieutenant Commander: Officer who ranks below Commander and above a Lieutenant.

Lieutenant Junior Grade: Officer who ranks just above Ensign and just below a full Lieutenant.

Management Cognizance: Accountability for complete management direction and coordination and application of technical direction in achievement of an objective. Does not imply that the cognizant agency performs all the tasks involved in carrying out the responsibility.

Mess Decks: Place where sailors eat; sometimes divided into crew's mess, officers' mess, chiefs' mess. Naval general library collections aboard ships are sometimes located on the mess decks.

Naval: As used in the term, Naval General Libraries, Naval is a shortened form of "Naval services" and includes both Navy and Marine Corps general libraries.

Naval Regional Librarians: Professional librarians who provide technical assistance and professional guidance to fleet units and shore stations including Naval air activities which are located within the geographic units of the region for which a particular Regional Librarian is responsible. Similar services are provided to Marine Corps libraries within the region upon request.

NAVEDTRA: Abbreviation for Naval Education and Training.

NAVPERS: Abbreviation for (Bureau of) Naval Personnel.

Non-appropriated Funds: Public monies not derived from tax sources and made available without an act of Congress. Sources of income are derived from profits from recreation facilities such as the base theater, exchanges, and bowling alleys. These funds have the primary purpose to promote welfare, comfort, and morale of military personnel and their dependents

OPNAV INST: Abbreviation for Office of the Chief of Naval Operations (CNO) directives.

Professional Librarian: Librarian who holds a degree in library science from an accredited library school by the American Library Association or who has successfully completed at least 24 semester hours or 36 quarter hours toward such a degree. Throughout the study, the term, "librarian" is used for the ship's librarian who is not a professional librarian. See Librarian.

Public Services: Work performed in libraries dealing with clientele and their use of the library resources, e.g., books, films, or periodicals.

Rank: Related position within a particular grade.

Rate: Level of proficiency within a grade of the enlisted personnel.

SECNAV INST: Abbreviation for directives from the Secretary of the Navy.

TASS: Abbreviation for title and position description of a primary billet that contains classified and privileged information.

Technical Services: Work performed in or for libraries to ensure that they have materials available for patron use. This job does not require direct contact with library patrons.

Wardroom: Compartment where officers meet to eat or rest aboard ship. The term is also applied to all officers assigned to a specific ship, e.g., the Sea Lion Wardroom. Deposit collections of professional readings are generally found in this area.

Procedures

A thorough search of the literature was undertaken to see what was available on inservice training for library administrators and to trace the development of shipboard libraries and Library Officers' needs for a training program in library administration. Research was conducted at the Hamilton Graduate Library, University of Hawaii; School of Library Science Library, University of Southern California; CNETS; and the Naval Regional Librarian's office at the Naval Education and Training Support Center Pacific Detachment Pearl Harbor (NAVEDTRASUPPCENPAC DET PH). Interviews were conducted with the Head and Assistant Head, CNETS, former Command Librarians and Library Directors of the Air Force and Army libraries within the Western Pacific areas, and other Naval Regional Librarians. A complete search of related literature and research was reviewed on the subjects of education, library science, management, military science, and Navy directives.

Thirty Library Officers were interviewed personally. Twenty-nine officers were from twenty-seven ships and one officer was transferred to shore duty after serving on three ships as Library Officer for a period of four years. A personal questionnaire, structured interview, and a critical incident questionnaire were employed in this study.

The steps used in this study consisted of (a) identifying ship libraries to be surveyed, (b) obtaining permission from CNETS to conduct the study, (c) developing a procedure acceptable to professional library standards and the Navy, (d) interviewing Library Officers in person, (e) evaluating the answers from the questionnaire and structured interviews, (f) verifying interview responses by visits to selected ships, (g) analyzing the results of the survey, and (h) formulating conclusions and recommendations.

The investigative procedures utilized in this study were (a) an examination of the perceptions resulting from the interviews between the writer and the Library Officer, (b) an interview survey of managerial training programs available for Navy library officers, (c) an identification through an interview survey of needs in specific areas of library administration for ship libraries, and (d) formulation of recommendations for a training program specifically for ship Library Officers in library administration.

The critical incident technique was also employed to gain better insight into the perceptions of the library officers and into their training needs in library administration.

Statistical analyses were made from surveys indicating frequencies and percentages selected from (a) number of library officers having no training in library administration, (b) number of officers with library training sponsored by CNETS, (c) number of training programs in library administration available in the Navy as well as other federal and civilian activities, (d) number of officers with library experience, and (e) number of training programs in management in other fields pertinent to the officers' primary billets that are sponsored by the Navy.

Organization of the Study

In Chapter I a statement of the problem has been presented.

A review of literature and research pertinent to the study is set forth in Chapter II.

Chapter III provides outlines of the detailed procedures undertaken in this study.

In Chapter IV the findings of the study are described.

Chapter V sets forth a summary, the conclusions, and recommendations of the study.

Appropriate Appendixes and a Bibliography complete the study.

CHAPTER II

REVIEW OF RELATED LITERATURE

> Seamen need a good library on board ship. They have mental as well as bodily wants. They have not only the bone and sinew of other men, they have also, in proportion to their cultivation, the same intellectual powers and the same capacity of mental elevation and enjoyment. . . . (Wants of the Seamen, 1850, pp. 193-196)

This chapter includes a very brief description of the development of the shipboard library program.

Development of Shipboard Libraries

There has been an intimate and observable relationship between American civilization and the development of shipboard libraries. Ship library collections have been in existence as long as ships have been built. Officers would bring their private collections aboard ship for their own personal use. On occasion, a volume from the private collections was secretly borrowed by a crew member to be read at leisure time. One instance taken from the chronicles of a shiplog was related by Feipel (1919):

> One such offense was even made the cause of a court martial on board the frigate CONSTELLATION, while on her cruise to the Mediterranean from 1829 to 1831. The book in question had been found secreted in one of the tops, and as inquiry elicited no information regarding the identify of the

> culprit, all the men belonging to that top were sentenced to be flogged. (p. 639)

Besides private collections, shipboard libraries also originated from several other sources: donations from individuals, subscriptions, religious donations, and the government. According to ship records, the 74-gun USS FRANKLIN was probably the first ship to have a real library. Wolff (1959) reported:

> As far back as the early 1820s, USS FRANKLIN, a 74-gun ship . . . boasted books for both officers and enlisted men. . . . William Wood, a New York philanthropist, addressed the crew on the subject of a "Seamen's Library." His talk was greeted with such enthusiasm that the officers and men contributed about $800 to get one started and some 1500 books were bought. (p. 17)

A compartment was set aside for the ship library and a librarian was appointed.

The first books to be furnished to ships at government expense were religious materials. Private libraries were also continued by individual officers--with the Chaplain having the best private collection.

In 1828, the Rules of the Navy Department Regulating the Civil Administration, contained a listing of books furnished at public expense for the use of ships. At this time, the library program was assigned to the Bureau of Navigation. Ship libraries were divided into two sections: the Ship's Library which was used only by the officers attached to the vessel and a Crew's Library of primary textbooks and of light fiction for the enlisted personnel.

It was not until 1924 that the Bureau merged both collections into one "Ship's Library" (Department of the Navy, 1924).

In 1919, the Library Services Branch came under the administration of a newly established Morale Division in the Bureau of Navigation. Shipboard libraries actually came of age during this time. As the fleet increased, the library system expanded. The challenges of the two world wars were directly responsible for the expansion and extension of services for ship libraries. The American Library Association (ALA) found fertile fields in furnishing books to the libraries that were not funded by the government. These ships included the smaller vessels: the submarine chasers, submarine patrol boats, and mine sweepers. Deininger (1968) found that the Library War Service sponsored by ALA supplemented existing collections on ships that were receiving books from the government, but did not duplicate them. Brown (1919) reported that there was no restriction as to personal financial responsibility to the books supplied by the Library War Service.

> At the close of the World War, and the return to peace, the Navy . . . appreciating the value of the work done by ALA for libraries of the Navy, asked the assistance of this association in building up an adequate and well organized system of libraries which provide the best and most suitable reading material for both officers and men, not only to assist them in their contentment, but to keep them up to the high standard demanded of them professionally. (p. 519)

The Library Section then came under the Training Division of the Bureau of Navigation. This period of library service was strengthened by the appointment of two professional librarians. A few Naval officers and enlisted personnel with professional library backgrounds in civilian life were assigned to overseas activities during this time.

During World War II, the Navy continued to operate an effective library program staffed and funded to meet the war time buildup of personnel and its units. The Bureau, which was reorganized in 1942 and placed under the Welfare Activity, was renamed the Bureau of Naval Personnel. The library operation was a formidable and costly task during World War II. Although libraries numbered over 5,000, the mobility of the fleet nearly precluded the filling of special requests from ship libraries. The war brought on the need for books in a different format: one that was both easy to handle and small enough to carry in one's pocket. This need brought the birth of the Armed Services Editions. Jamieson (1950) maintained that this effort was the "outstanding achievement in the history of wartime activities" (p. 142). These editions were printed between the fall of 1943 and 1947, and a total of 122,951,031 volumes was distributed to the Army and the Navy at an average cost to the government of 6 cents per volume.

In 1957, the Branch was redesigned as the Library Services Branch. Collections were in need of more technical and informational reference texts because of the presence of highly sophisticated weapons, nuclear power, electronics, and computer systems in the modern Navy.

In 1966, the Library Services Branch was transferred from Morale Services to the Training Division of the Bureau of Personnel to strengthen the educational role of libraries in Naval service. Library services and resources were tailored to the demands and capabilities of the individual libraries. Shipboard libraries varied from a 12,000 volume commissioning library to a 700 volume collection of a destroyer where space was very much limited. The Navy's centralized book review and acquisition program provided new selections monthly in automatic distributions to each library as an aid to ships that lacked professional help.

With the transfer of all education and training functions from the Bureau to the newly established Naval Education and Training Command, the program became a responsibility of the Chief of Naval Education and Training (CNET), who then assigned full responsibility for it to the Chief of Naval Education and Training Support (CNETS) in 1971. Within this command, responsibility is focused on a staff of four professional librarians and on their main functions in the Navy General Library Services Branch. The Head and Director of this Branch manages, supports, and coordinates approximately 755 Navy and Marine Corps libraries of which more than 500 are ship libraries. The job is "to help the Fleet and shore stations operate efficient and economical libraries . . . responsive to the wide readership needs of the Navy and Marine Corps" (All Booked Up, 1975, p. 12).

The Branch is organized into three sections: field library services, library resources, and technical processes. The field library services librarian monitors library operations and feedback from six regional library centers. The regional centers provide technical guidance to libraries located within their geographical areas. The library resources and technical processes sections are responsible for the selection and acquisitions of library materials. Working closely with the staff in the Navy General Library Services Branch in Pensacola, Florida, are six regional librarians. Regional librarians conduct on-board visits and inspections and provide commanding officers and staffs with professional guidance on how to improve their libraries. In also conducting training for Navy library personnel, they are known as field agents of the Naval Education and Training Support Commands in the Atlantic and the Pacific. The positions are located in the actual centers in San Diego, California and in Norfolk, Virginia as well as in detachments in San Francisco, California; Honolulu, Hawaii; Charleston, South Carolina; and Groton, Connecticut. Technical Guidance of Naval

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Services General Libraries (OPNAV INST 5070.6) is provided for the geographical areas for the Naval Regional Librarian's support of ship and shore station libraries (Department of the Navy, 1972).

The Naval Education and Training Support Center Pacific Detachment, Pearl Harbor is charged with the servicing of more than 110 ship and shore libraries in the Western Pacific and Indian Ocean areas. The staffing for this function includes one professional librarian who provides training and assistance to all of these libraries as well as administers the Fleet Exchange Library.

In 1974, the Chief of Naval Operations shifted its emphasis from recreation to education, which meant that non-appropriated funding would not be used for Naval general libraries. Ship libraries, however, were notified in 1976 that non-appropriated funds may be used to pay for part-time ship library personnel.

CNETS provides several guidance tools for the Library Officer. Published in 1968 the Naval General Library Manual (NAVEDTRA 15862A) is still being used although under revision. NAVEDTRA 38000, the Naval General Library Newsletter, a monthly publication, not only keeps the Library Officers and other library personnel informed about developments affecting library operations, and services, but also provides a list of new books for ship and shore libraries that will arrive in their automatic distributions. The Acquisitions Procedures Handbook (1976) was issued for the acquisitions and excessing of library materials, related publications, library supplies and furniture; however, most of the procedures are applicable only to Naval libraries ashore.

Ship libraries are given first priority for all library material support over shore station libraries. These materials, which are selected by professional librarians, are purchased with central appropriated funds by CNETS and provided to ships without charge for use in their libraries. These materials include clothbound books, paperbound books, tapes, cassettes, phonograph records, microforms, super 8mm films, government documents, and pamphlet materials. Periodical subscriptions were provided on an automatic distribution basis in previous years; however, this service was curtailed in 1977 because of the lack of funds. Ships were then required to renew or to add new subscriptions with their own local funds if they wished to continue the periodical service in the ship library program.

Fleet Exchange Library collections are also available for shipboard library personnel to exchange or to use in augmenting their present collections. Shipboard library personnel are encouraged to employ this service especially when space is limited aboard their ship library. Titles in the Exchange Library vary with the titles bought with Navy central funds, as they include titles from other branches of the Armed Services; therefore, a wider variety of subjects and titles can be offered. There are no fees attached to this service. Fleet Exchange Libraries are invaluable and convenient assets to the program for ship libraries.

Every newly commissioned ship receives a library collection where space is specifically designated for this function; however, this allocation is not always kept for the ship's library as other primary functions are added to the mission of the ship. Most of the ships homeported in the Western Pacific and Indian Ocean areas do not have their original location of their commissioning library. More than ten years old, many of these ships have moved their on-board libraries to other locations on a frequent basis. Libraries can be found on the mess decks, in the crew's lounge as well as in the wardroom, berthing areas, or any empty compartment.

Command responsibilities of the ship include a provision of a Library Officer and library attendants, space, funding for equipment and supplies. Each ship typically has a library directive denoting policies and types of public services offered to the crew.

Historical antecedents of collections on ship libraries pose possible areas of investigation that would be of interest to librarians. Titles included are similar to those of a branch public library to meet the educational, recreational, informational, technical, and professional needs of its community.

The services of the library should be made available to meet the educational and recreational needs of the crew. There has always been a close cooperation between the Navy's educational program and the library program. "The Navy stressed the value of libraries to educate and amuse and as aids to 'mind building'" (Deininger, 1968, p. 448). Ship collections are being developed to meet the requirements of college level courses that are conducted on board ship, at shore stations, and by correspondence. Library Officers and Educational Services Officers should coordinate their programs to provide materials for the General Military Training program as well as their off duty educational programs. In concert with the Department of Defense statement of Human Goals and All Volunteer Force concept, the Chief of Naval Operations established the Navy Campus for Achievement (NCFA) to assist Navy personnel to develop broader skills and knowledge for the progression of their careers. There is no indication in the Educational Services directives regarding library support for their programs.

The Library Officer is also primarily responsible for the Overseas Diplomacy Coordinator's program on board ship. The Overseas Information Diplomacy Information Kit

(1976) addressed the library in the following manner:

> To receive the maximum benefit from an overseas deployment, among other things a ship should have is a library updated with current literature concerning the areas to be visited. By obtaining knowledge about a land and its people through books, one can perhaps develop an awareness, understanding, and appreciation for the customs, cultural values and societal assumptions found in the host country's culture. (Human Resource Management Center, 1976, p. 8)

Navy personnel are encouraged to advance their ratings at all times. Officers are urged to keep abreast of their specialties by reading professional and technical materials. During the last decade, the Secretary of the Navy published a Reading Program for Navy and Marine Corps Officers (1969) which included titles in military science, foreign relations, social psychology, and so on. This program has been discontinued. Reading lists similar to this publication are being made available in the "Notable Books of . . ." series from the U.S. Naval Institute Proceedings. This is available annually.

Du Bois (1924) emphasized that:

> The training of Naval officers is in large measure designed to prepare the individual for the emergency. Officers are expected to render decisions quickly. These decisions may be of one kind or another. . . . There is probably no better way to acquire sufficient knowledge than through reading. (p. 523)

The Ship Library Officer

Early ship chronicles concerning shipboard libraries reveal that the Chaplain was the first Library

Officer on the USS FRANKLIN. It was during this time that Reverend Dave Jones, Chaplain of the Navy Yard, specifically mentioned that "if someone was not appointed to take care of the library materials, they would probably be lost. Accordingly, Chaplain Jones was directed to look after the books . . ." (Skallerup, 1974, p. 72).

Skallerup (1974) also found an incident on the USS CAROLINA in 1861 to illustrate the importance of the shipboard library:

> In a more heroic vein, the seaman in charge of Library No. 322 was moved to imitate Captain James Lawrence's "Don't give up the ship" exhortation when his vessel was faced with the danger of sinking in a storm. He was heard to shout to a pious shipmate as he left on an errand of mercy in the ship's boat, "If anything happens to the ship, be sure you save the library." (p. 102)

The Chaplain by tradition has been the Library Officer aboard ship mainly because he has been considered one of the most learned men aboard ship and because his knowledge of books was in his favor. Johnson (1956) pointed out the feelings of the military assigned to the library:

> In many instances enlisted military personnel are not happy nor are they satisfactory, in military library assignments. In most cases this appears not to be the fault of the military personnel nor the library because of the conflict between the nature of the military and the nature of libraries, and inevitable problems which arise when general military duties take precedence over assigned job responsibilities and the assignment of military personnel by their military superiors to work in libraries--work in which often they are not particularly interested or for which they are not fitted or specifically trained. (pp. 172-173)

The article on "The Library of the USS TENNESSEE" (1920) indicated that the ship "boasted that either the chaplain or the librarian will be pleased to brief the library system in great detail to any member of the crew who wished to borrow books" (p. 634).

In 1920, the United States Navy Regulations indicated that the Navigating Officer was responsible for library books issued by the Supply Officer of the ship if there were no Chaplains assigned to that ship.

It is interesting to note that when the List of Books Available for Issue to Ship and Station Libraries was issued in 1924 (Department of the Navy, Bureau of Navigation), there was no mention of a Library Officer billet. The list reported a library attendant only. The 1926 edition of this publication indicated that the Chaplain or, in the absence of one, the Navigating Officer would act as librarian on board. It indicated also that the library attendant should be as well educated as possible and should be interested in books. This was the first time that a regulation stated that two people should be assigned in the library; namely, a Librarian/Library Officer and a Library Attendant.

A representative of the Brooklyn Office, Library War Service, ALA, and Ensign in the Navy Reserve reported on visiting various ships and on consulting with Chaplains on their library needs. His descriptive report on supplying books to the fleet at Guantanamo Bay, Cuba, noted the various types of Library Officers. On the battleships, he consulted with the Chaplains. On the destroyers, the library was directly under the Executive Officer or the Commanding Officer (Wooster, 1919).

When the Library Section came under the Welfare Division of the Bureau of Naval Personnel, the ship library was designated the Welfare and Recreation Officer's collateral duty (Smith, 1944). In 1959, the regulation on Welfare and Recreation read, "An officer shall be assigned collateral duty in charge of the library at each ship to which three or more officers are regularly assigned" (Department of the Navy, Bureau of Naval Personnel, 1959, p. 24). This was the first regulation which emphasized that the Library Officer billet was a collateral responsibility.

Soon after, the Library Section was transferred to the Bureau of Personnel. The Personnel Officer was then named as Library Officer in the Department of the Navy's Personnel Manual (1957). The Manual indicated:

> For many years it was the custom for the Navigation Officer, who had charge of books, generally to be responsible for the library. Today the library is part of the recreation program. . . . If there is no Recreation Officer, responsibility for the library is delegated to another officer as a collateral duty. . . . Since the officer who has charge of the library is frequently handling personnel matters, a Personnel Man is the natural choice as his assistant. (pp. 290-291)

The Staffing Criteria Manual for Activities Afloat, Vol. II, which is now out of print, indicated that the Chaplain administers the ship's collection as a collateral duty. The Chaplain was designated as library officer for aircraft carriers and repair ships. The cruisers indicated that the Special Services Officers were in charge of the library program.

There is very little recorded information on library officers *per se*. Johnson (1956) made a study on the characteristics of libraries in higher military installations and reported:

> Judging from the miscellaneous assignments to which officers are assigned without previous qualifying experience or professional training in the field, at least as library officers . . . it is difficult to escape the feeling that the military feels, probably with some reservations, that "an officer can do anything" and therefore almost any officer can be a library officer. (p. 173)

Today's Library Officers are an assortment of ranks and primary billets. (See Table 6.) In 1974, the Navy issued a regulation, OPNAVINST 3120.32 which made the following designation: "The library officer is assigned the function of organizing, planning, and administering a library service for the benefit of unit personnel" (Department of the Navy, 1972a, p. 3).

1. Assign library tasks to enlisted personnel/ ship librarians.
2. Supervise the technical and public services.
3. Recommend library policies in the library directive.
4. Ensure well-lighted quiet attractive facility.

5. Assume accountability for all library materials.
6. Publicize the library resources and services.
7. Inform CNETS of library needs.
8. Order books and related materials.
9. Supervise maintenance.
10. Carry out the general library methods and procedures established by CNETS. (Department of the Navy, 1972a, p. 3)

In the Manual of Navy Officer Manpower and Personnel Classification (NAVPERS 15839C) (Department of the Navy, Bureau of Naval Personnel, 1976), the billet of Library Officer was assigned to the Special Services Officer: ". . . directs operation of clubs, open messes, recreational buildings, and libraries. . . ." (p. A-105).

Inservice Education

Inservice education is planned and organized training which begins after entry on a job. It is aimed at increasing the effectiveness of the incumbent on the related assignment. Inservice training may be formal or informal and may be in forms of classes or courses, institutes, conferences, workshops, meetings or briefings, professional reading, individual conferences, visits and demonstrations, work experiences, and field trips.

Lieberman (1968) found that the principle of inservice education was taken for granted in most professions, "The principle is that whatever the content of initial professional training, the education of professionals must be a life-long task" (p. 160).

Inservice education of library officers should be a flexible program molded to fit the needs and interests of the individual and the administration of a shipboard library. This type of training is most effective when it is simple and flexible, when it is planned and jointly shared by those who receive the service, and when the program meets the managerial needs of the ship Library Officers.

The objectives of management development in inservice education may be placed in a simple formula according to Burr (1967): "Management Development = Improving Present Performance + Preparing for the Future (MD + IPP + PFF)" (p. 365).

Navy Officers Training in Management

In this section a brief analysis is presented of selected aspects of the Navy's training program(s) in administration and management that are available to the Library Officer for his primary as well as for his collateral duties.

Markowitz (1976) defined professional military education as "any curriculum designed to enhance the competence of officers through broad knowledge and behaviors that are not job specific. . . ." (p. 335). Training is separated from education, as the military considers education as the acquisition of knowledge and behavior patterns that are not job-related but perceives training as the acquisition of skills. Shelburne (1965) described the military management curriculum as "knowledge of administrative procedures, organization and functions, principles of staff management, budget and fiscal policies, manpower and personnel, intelligence systems, etc. . . ." (p. 90). Table 1 indicates what types of advanced courses are available to the Navy Officer by military academies as well as by the Federal Civil Service and civilian colleges and universities. Other short-term managerial courses sponsored by the United States Navy include: Management of Officers' and Petty Officers' Messes, Leadership and Management for Officers, Supervision and Management, Management Engineering, Navy Schools Management, Introduction to Transportation Management, and Navy Advanced Management among others. (The three courses listed in Table 1 under short-term courses would seem to this researcher to provide the best potential for general management of shipboard libraries.)

In addition to the review of literature on managerial training of Navy officers, letters were sent to the United States Naval Academy, the Naval War College, and the Naval Postgraduate School about their managerial programs and about their applicability to the responsibilities of administration for a Library Officer. Replies were received from the United States Naval Academy and the

Table 1

Advanced Navy and Federal Managerial Courses

Unit	Agency	Type of Activity
NAVY	Armed Forces Staff College Marine Corps Command and Staff College Navy's Command and General Staff College	Command and staff courses are available for mid-career officers
	National War College Industrial College of the Armed Forces Navy War College	International environment, strategic threats to the nation
	Naval Academy	Instructor training, case studies in military management and leadership, human relations
	Naval Postgraduate School Monterey, California Other civilian colleges and universities	Naval management and operations analysis; military management for officers with about six to ten years of service
	Short-term courses conducted at 10 major centers	The Leadership and Management for Officers (NV-1717-0013) (2 week course) The Supervision and Management, Class C (NV-1406-0011) (2 week course) The Management and Supervision of Naval Personnel (NV-1408-0007) (2 week course)

Table 1 (Continued)

Unit	Agency	Type of Activity
CIVIL SERVICE	Office of Civilian Manpower Management Industrial College of the Armed Forces National War College Naval War College Princeton University	Education for Public Management Educational Program for Federal Officials at Mid-Career Federal Executive Development Program (Courses are centrally funded career educational programs which are available to the Department of the Navy civilian employees along with employees of other Federal agencies as well as Navy officers.)

Naval War College. The reply from the Chairman, Engineering and Technology Department, United States Naval Academy (1976) stated:

> The Engineering and Technology Department is responsible for teaching management at the U.S. Naval Academy. . . . Our program examines existing theory and practice in the management of personnel, material, and financial resources. The program provides the future Naval officer with an understanding of the basic functions of management and the mathematical techniques employed to recognize, analyze, and solve management problems; to set and monitor progress toward realistic goals; and to use the most appropriate techniques in decision making. I would surmise therefore, that our majors would be well prepared to handle the management/administrator of shipboard libraries. (Boomer, 1976)

The reply from the Naval War College Library indicated that although the Naval War College curriculum included management courses; it was only applicable "in the most general way to the administration of general libraries afloat" (Schwass, 1976). There was no reply from the Naval Postgraduate School.

There are no library science courses in the military academies; however, in 1959, Louis Bolander, Head Librarian, (1949), United States Naval Academy initiated a library instruction program for plebes. He proposed "an indoctrination course . . . in the use of the library catalog, its reference books, and its periodical and newspaper indexes" (p. 21). The main purpose of this course was to provide a practical orientation for the use of the library during the mid-shipmen's four year program.

The Library Officer who had this type of training gained some familiarity with library tools and appreciation of library work before being assigned to this collateral duty.

Library Administration Training

The literature on inservice training in library administration is very much limited. Howard (1940) made a study on the functions of library management in which he used Sorrell's responsibilities of administration: ordering, directing, supervising, controlling, organizing, evaluating, and representing. Stebbins and Mohrhardt (1966) reported:

> Thousands of dollars are being spent annually on research, training programs and institutes in order to learn how to develop leaders from the ranks. The problem of the development of leaders is the same whether in a business corporation, governmental agency, or library. The kind of training necessary to be successful in a competitive society is similar regardless of the setting. (p. 107)

One of the most significant seminars on the Core of Education for Librarianship was conducted in 1953. Asheim (1953) reported on the seminar and outlined the factors on library administration:

1. General principles of organization and management.
2. Patterns of library organization and management.
3. Relationship of the library to the larger organization of which it is a part.
4. Planning, housing, and equipping library services.
5. Personnel management.
6. Evaluation of library procedures and services.
7. Financing and budgeting
8. Public relations. (p. 26)

Through the late 1950s and to the present time, the American Library Association and various graduate schools in library science have provided direction and impetus to the movement resulting in an increased emphasis on the meaningful instruction of library administration and upon seminars and institutes presented to administrators currently engaged in library management. Table 2 reveals the various types of programs offered by graduate library schools. The schools included in this table represent those institutions that replied to the researcher's inquiry of recent programs in library administration. Table 3 indicates local schools in the Western Pacific as well as library associations that may offer library management and administration courses.

Table 4 shows a selection of federal training programs for library administrators. The Navy Recreation Management Afloat workshop provides a very short briefing on the Navy general library program; totaling approximately one-half hour of orientation. The Federal Library Committee sponsors at irregular intervals library administration and management workshops. As indicated in Table 5 other Navy (CNETS) supported workshops as well as technical assistance and guidance visits and services, are available from the Naval Regional Librarians. These librarians assist shipboard Library Officers with on-the-job training, with managerial workshops, and training assistance visits

Table 2

Selected Library Administration Programs Available at Graduate Library Schools

Institution	Program Description
Case Western Reserve University School of Library Science Cleveland, Ohio	Double Masters Degree program in Library Science and Operations Research (3 semesters and 1 summer)
Catholic University of America Graduate Department of Library Science Washington, D.C.	Home Based Career Development Program on Management in Libraries and Information Center. Course covers approaches and concepts of management; motivation; planning, budgeting and cost analyses; performance evaluation; systems analysis as a management tool; and organizational communication. Includes a complete Learning Package. (Student earns 4 continuing education units upon completion) On Campus--Have special seminars, e.g., seminar on public relations for library and information service (summer). Other courses: Development of Human Resources, Governmental Library Simulation for the Study of Administration of a Special Library.
Columbia University School of Library Service New York, New York	Remodeling and Renovation Workshop (3 days--1977) Advanced managerial courses on campus include: Administrative process in libraries, Problems in multi-media communication and management.
Rutgers University Graduate School of Library Service New Brunswick, New Jersey	Professional Development Program; also 1-2 day workshop/seminars, e.g., Human Resources Utilization, Setting Priorities, Job Descriptions. Remodeling and Renovation workshop will also be offered in 1977 like Columbia University. Is currently exploring the development of courses on videotape that could be sent to remote locations by communication satellite.

Table 2 (Continued)

Institution	Program Description
University of Maryland College of Library and Information Services Port Deposit, Maryland	Library Administrators Development Program. Covers organization theory and organizational processes, the human dimension of organizations, and managerial problems of innovation and change.

Table 3

Library Administration Programs Available in the Western Pacific

Institution	Program Description
Library Technology Program Leeward Community College Honolulu, Hawaii	Credit courses and associate degrees in library technology. Includes introductory classes in reference, cataloging and classification, audio-visual services, computer applications to libraries, filing, acquisition, etc. (Excellent program for ship librarians and Library Officers who are both librarians/Library Officers.)
Graduate School of Library Studies University of Hawaii Honolulu, Hawaii	Masters degree in library science. On occasion, the school conducts special seminars, lectures, etc.
Hawaii Library Association Honolulu, Hawaii	Conferences are given twice a year by the Hawaii Library Association. These conferences afford the Library Officer a chance to see exhibits of new library equipment and supplies, acquaint him with different ideas on services and resources through the attendance of meetings and lectures, and provide him an opportunity to exchange ideas with other Federal Librarians in the state. There are approximately 40 different Federal libraries on the island of Oahu alone.

Table 4

Selected Federal Training Programs for Library Administration

Program Identification	Description of Program
Navy Recreation Management Afloat Workshop (Instructional staff from the Navy Special Services Administration Detachment Bureau of Personnel, Patuxent River, Maryland, conduct five day courses at major centers all over the world. This program is available in the Western Pacific area.)	Library briefing on welfare and recreation funding for libraries afloat. Regional Librarians are invited to participate in the library portion of the program on occasion. Since the curtailment of the use of non-appropriated funds for general library support was made in 1975, only a brief presentation is made on general libraries. Ships are allowed to use these funds for the hiring of part-time ship library personnel only.
Federal Library Committee (FLC) Subcommittee on Education Executive Workshop: "Library Management and Information Services"	The program explored in depth the various management aspects of library science concerning services through the use of case histories, panel discussions, lectures, and audio-visual presentations. Topics included Federal Library and Information Network (FEDLINK), automation, operational performance, continuing education, federal unions, federal librarians, and the Freedom of Information and Privacy Act. (These FLC Library Management Workshops are conducted regionally several times a year to enable a wider participation. Schedules for 1977 are: April 27-29 in St. Louis, Missouri and November 16-18 in Dallas, Texas. It is tentatively scheduled for April 1978 possibly in the Midwest or Denver, Colorado.)

Table 5

CNETS Basic Ship Library Management Training Resources

Resource	Activities
Basic Library Management Workshops/Seminars conducted by Naval Regional Librarians (Conducted periodically at Centers and detachments from half-day seminars to three-day workshops, depending upon scheduling, funding, etc.)	Includes guidance on the mission of the General Library program, its goals and objectives; responsibilities of the Library Officer and library staffing, facilities management, funding, organization and control, evaluation, public relations, acquisitions, etc.
Training Aids:	
Films--	"Naval General Library Program" (16mm, 23 minutes) Acquaints Library Officers and library personnel with all aspects of the Naval General Library program, how it is organized, its sources of support, etc. It could also be used to brief Type Commanders, Commanding Officers, and Executive Officers concerning the operation and organization of the General Library Program. "The Library Assistant" (16mm, 20 minutes, 45 seconds) Familiarizes Library Officers with the basic general library operations; trains library attendants in charge of ship libraries in technical processes; briefs Commanding and Executive Officers on functions carried out in ship libraries; illustrates positive results of simple inexpensive changes in ship library decor. Especially good for Library Officer who must be both Administrator and ship's librarian.

Table 5 (Continued)

Resource	Activities
Manual--	NAVAL GENERAL LIBRARY MANUAL (NAVEDTRA 15862A) Provides basic information and guidance for the shipboard Library Officer and librarian. Chapter 15 includes basic instructions on organizing the library collection. Also provides information on circulation services. Under revision at the present time.
Sound Slide Cassette-- Audio-Visual Training Package for General Library Attendants at Correctional Center/Facility Branch Libraries	Includes a five hour inservice training program adapted to self study and designed to assist in training library attendants to operate branch libraries at correctional center/facilities. This training package is not available at this time; therefore, the researcher did not have an opportunity to review its contents to see if it would be applicable for the training on the administration of shipboard libraries.
Newsletter--	NAVAL GENERAL LIBRARY NEWSLETTER (NAVEDTRA 38000) Keeps officer abreast with developments of the program; includes useful new book lists.

at least twice a year to eliminate out-of-date publications, to replenish collections and to provide guidance in library support for educational and overseas diplomacy programs. Library Officers from other services are generally encouraged to consult with base professional librarians with problems of library services; however, there is just a handful of professional librarians within the stations in the Western Pacific and Indian Ocean regions. Most of the station libraries in these areas have either assigned military library technicians and/or assistants or college graduates without any library experience. It is, therefore, very difficult for station librarians to advise and to provide technical assistance to ship Library Officers.

Chapter Summary

Shipboard libraries emerged during the early 1800s. The Navy library services flourished with the assistance of the American Library Association. The first library officer was the Chaplain and the literature revealed how other officers became involved with the general library program.

Inservice education relative to the Navy officers training in management and administration courses was explored along with the various offerings of Graduate Library Schools in library management, the CNETS participation in assisting Library Officers to become better library managers, and the emerging field of library administration for all library personnel.

CHAPTER III

RESEARCH PROCEDURE

Chapter III describes the research procedure developed and utilized in pursuing this study. One purpose of this study was to determine the perceptions of Library Officers toward inservice training needs for an effectively administered ship library program within the Western Pacific and Indian Ocean areas.

Approach of the Study

The research methods selected were those of descriptive analysis and the critical incident technique. The instrument consisted of three parts: personal questionnaire with six broad questions including fourteen subquestions (see Appendix A); interview guide with twenty questions (see Appendix B); and a critical incident questionnaire consisting of two broad questions with three subquestions (see Appendix C).

The major steps involved were as follows:

1. To identify the specific questions to be answered in Chapter I
2. To devise a plan which would allow for the collection of meaningful data regarding the

perceptions of Library Officers and at the same time provide information necessary for establishing the needs of an inservice training program for library administrators

3. To adopt the method and modify the instruments used by LaBarthe (1973) in her research for women to fit the needs for the present study
4. To identify and select the populations to be studied
5. To collect the data
6. To read, analyze, and categorize the data from the critical incident responses
7. To present and interpret the findings from the analysis of the data
8. To formulate and present the conclusions and recommendations based on the findings.

Support for the Study

During the investigation several interviews were conducted with the Head, Assistant Head, Naval General Library Services Branch, CNETS, during the 1976 American Library Association conferences in Chicago, Illinois. That office provided the historical documents and necessary regulations pertaining to shipboard libraries as well as recommendations for increasing the scope and significance of the study.

Permission to make this study was granted by the Head, CNETS (N32). See Appendix D.

Selection of the Sample

To realize a representative and adequate sample, the decision was made to select at least 30 officers who were serving as Library Officers in ships homeported in the Western Pacific and Indian Ocean areas. The list was to include only those ships with library collections of a minimum of 350 volumes. The final selection therefore, included 29 active Library Officers from 27 ships and one experienced Library Officer who had administered the ship library programs of four ships in a period of four years and had just been transferred to a shore station. Each officer selected was called upon personally by the researcher. Several interviews were made in Guam, Mariana Islands, and Yokosuka, Japan while the researcher was on temporary additional duty (TAD) in these areas. Most of the interviews were conducted at Pearl Harbor, Hawaii. During each interview, the researcher explained the research project and requested the Library Officer's assistance. At the meeting, the questionnaire and critical incident questionnaire were answered first; then the structured interview was conducted.

The number of responses represented a 100 percent return with the 30 participants describing a total of 61 incidents.

Development of the Survey Instruments

The survey instruments of the study were composed of three parts. The first section was a personal questionnaire which the Library Officer answered unaided. The second part contained questions which the researcher used for a structured interview. The last part consisted of a questionnaire involving the critical incident technique. The construction of the questionnaires included five revisions. Six major procedures were followed during the development of the questionnaires.

Procedure 1. The background questions to be answered in the study were listed in the personal questionnaire.

Procedure 2. Sample questionnaires from various dissertations involving the study of perceptions of educators were collected and analyzed.

Procedure 3. Professional literature relative to libraries and the military professions that could be used in the questionnaire were reviewed.

Procedure 4. The instrument was critically reviewed by a panel of practicing library administrators and the chairman of the investigator's dissertation committee. The personal questionnaire was revised several times as a result of informal conferences held with professors, military librarians from the Army and the Air

Force, Head and Assistant Head, CNETS, retired military librarians, members of the doctoral committee, and Library Officers who were not to be included in the study.

Procedure 5. The doctoral committee at the University of Southern California was advised and consulted throughout the development of the instruments.

Procedure 6. The instruments were printed.

Questionnaire/Interview Procedures

Each Library Officer was reached by telephone for appointments to conduct the structured interview and to distribute the questionnaire. The researcher met the Library Officers at several shore station and ship libraries and at the Naval Education and Training Support Center Pacific Detachment Pearl Harbor. It took the Library Officer approximately 30 minutes to complete the questionnaire and about one hour to answer the interview questions and the critical incident query. The researcher personally interviewed each participant.

Critical Incident Technique

The mode of research called the "critical incident technique" was initiated by Flanagan (1954) during World War II. He gathered information by personally interviewing and examining aerial gunners about the difficulties they had encountered in their flights. From this information he devised a method of determining the effectiveness of each man in a particular job.

Herzberg, Mausner, Peterson, and Capwell (1957) altered the Flanagan technique by using information gathered by an interviewer. They collected reactions by asking participants to relate specific incidents which made them feel good or feel bad about their positions.

Jaycox and Tallman (1967) did not employ the personal interview technique but asked participants to record their critical incidents in writing or by tape. Hansen and Stanley (1969) further revised the model by requesting only written replies. LaBarthe (1973) also requested written replies in the employment of the critical incident technique for her study of women administrators.

In addition to the personal questionnaire, the instruments utilized in this study posed five questions to the participants. "Has there been a recent incident that made you feel exceptionally good as a Ship Library Officer? How did your training help or not help you at all?" and "Has the training of library attendants on a frequent basis (because of the rapid turnover) been frustrating or good because of your training in Naval libraries?" The second part of the critical incident questions included: "Has there been a recent incident that made you feel uncomfortable about your position as Library Officer?" and "If you answered 'yes' to the above question, please provide some recommendations or suggestions as to what could have been done on the part of (a) CNETS, (b) the Naval Regional Librarian, and (c) the ship administration to help avoid this situation."

Processing and Analysis of Data

The data reported on the preliminary personal questionnaire were analyzed to determine the amount of training received, the highest level of educational training reached, the extent of experience and on-the-job training in library work, and the kinds of administrative experience, and special Navy courses taken.

The interview data were recorded and analyzed according to (a) the Naval General Library Program, (b) knowledge about the ship library program and about the services and resources of the Naval Regional Librarian, and (c) the various training programs that are available to the Library Officers.

The events received from the critical incident questionnaire were read, recorded, and sorted into tables for compilation.

Chapter Summary

Attitudinal survey instruments were developed to ascertain replies to the questions of the study. The instruments were personally distributed to 30 selected

Library Officers, active and inactive, aboard 27 ships and one station in the Western Pacific and Indian Ocean areas. The investigator also interviewed several ship Library Officers in Yokosuka, Japan, and in Guam, Mariana Islands while she was on TAD in those areas. In addition many respondents who were stationed in Pearl Harbor were interviewed.

Incidents were sorted and categorized for entry into tables for compilation purposes.

CHAPTER IV

FINDINGS

This chapter presents the statistical data collected from 30 ship Library Officers who responded to the questionnaires and interviews.

Analysis of Findings

The findings were summarized, interpreted, and discussed. In the first section, the statistical data are reported relative to each of the four questions posed in Chapter I, and in the last section the outcomes are interpreted and evaluated within the framework of the fifth question set forth in Chapter I. The Critical Incident Technique is also included in the findings before the last section of this chapter.

Identification of Population

Identification of Population--
Education and Experience--
(Question 1)

Library Officers came from a variety of ships. Visits were made to 24 ships in Pearl Harbor, Hawaii; one ship in Yokosuka, Japan; and two ships in Guam, Mariana

Islands. An analysis of the types of ships is as follows:

Factor I--Types of Ships.

Type of Ship	Total No. of Ships Used in Study	Number of Officers	Proportion
Fast Frigate (FF)	8	8	.266
Oiler (AO)	4	5	.166
Guided Missile Destroyer (DDG)	3	3	.100
Nuclear Powered Fleet Ballistic Missile Submarine (SSBN)	2	3	.100
Aircraft Carrier (CV)	1	2	.066
Destroyer (DD)	2	2	.066
Guided Missile Cruiser (CG)	2	2	.066
Submarine (Nuclear Powered) (SSN)	2	2	.066
Destroyer Tender (AD)	1	1	.033
Salvage Vessel (ARS)	1	1	.033
Submarine Tender (AS)	1	1	.033
	27	30	.995

More than 25 percent of the officers interviewed came from Fast Frigates. The smallest ship was the Salvage Vessel, and the largest ship represented was the Aircraft Carrier.

Factor II--The Population. Table 6 describes characteristics of Library Officers: the positions they held in their primary billets, their ratings, their age and number of years of service in the Navy. Ten percent of the primary billets were Chaplains, Executive Officers, Gunnery Officers, and Navigators. Most of the officers were junior officers as shown by more than 50 percent in the Ensign and Lieutenant Junior Grade ratings. More than 40 percent of these Library Officers were 25 years of age or under.

Table 6

Characteristics of the Population

	Frequency	Proportion
Primary Billet:		
Chaplain	3	.100
Executive Officer	3	.100
Gunnery Officer	3	.100
Navigator	3	.100
Electrical Officer	2	.066
Electronic Material Officer	2	.066
Gunnery Assistant Officer	2	.066
Supply Officer	2	.066
Auxiliaries/Liquid Cargo Officer	1	.033
Communications Officer	1	.033
Division Officer	1	.033
Food Services Officer	1	.033
Hospital Corpsman	1	.033
Naval Station Representative	1	.033
Navigator/Personnel Officer	1	.033
Personnel Officer	1	.033
TASS Officer	1	.033
3M Coordinator	1	.033
Totals	30	.994
Rate:		
Commander (CDR)	2	.066
Lieutenant Commander (LCDR)	4	.133
Lieutenant (LT)	2	.066
Lieutenant Junior Grade (LTJG)	11	.366
Ensign (ENS)	9	.300
Chief Petty Officer (CPO)	2	.066
Totals	30	.997
Age:		
25 or under	13	.433
26 to 35	11	.366
35 to 45	4	.133
45 and over	2	.066
Totals	30	.998

Table 6 (Continued)

	Frequency	Proportion
Years Served in the Navy:		
0 - 2	9	.300
3 - 4	12	.399
5 - 6	3	.100
7 - 8	1	.033
9 - 10	2	.066
11 - 12	1	.033
13 - 14	0	.000
15 - 16	1	.033
17 - 18	1	.033
Totals	30	.997

The amount of years of total Naval service of these officers varied from 1 to 17 years. Two officers did not respond to this question.

Factor III--Characteristics of the Collateral Billets. The characteristics of the collateral duties of the officers interviewed are in Table 7. The response to the number of collateral duties each officer was responsible for were numerous. More than one-third of the population indicated that they had at least four collateral duties. The lowest number of collateral duties was two and the highest was sixteen. More than 25 percent of the population showed that they had five collateral duties. A total of 88 different collateral duties was reported ranging from Division Officer to Legal Officer. Among these collateral assignments were the following examples:

Table 7

Characteristics of the Collateral Billets

	Frequency	Proportion
Number of Collateral Duties:		
0	0	.000
1	0	.000
2	4	.133
3	0	.000
4	10	.333
5	8	.266
6	2	.066
7	1	.033
8	2	.066
9	1	.033
10	1	.033
11	0	.000
12	0	.000
13	0	.000
14	0	.000
15	0	.000
16	1	.033
Totals	30	.996
Rank Priority of Collateral Duty as Library Officer: Rank 1-16 (One Being the Highest Priority):		
0	0	.000
1	3	.100
2	6	.200
3	5	.166
4	5	.166
5	3	.100
6	0	.000
7	0	.000
8	0	.000
9	1	.033
10	0	.000
11	0	.000
12	0	.000
13	0	.000
14	0	.000

Table 7 (Continued)

	Frequency	Proportion
15	0	.000
16	1	.033
No response	6	.200
Totals	30	.998
Library Billet:		
Assigned	11	.366
Voluntary	19	.633
Totals	30	.999
Library Billet as Part of Respondents' Billet:		
Yes	3	.10
No	27	.90
Totals	30	.100

Administrative Officer, Public Affairs Officer, Safety Officer, Nuclear Weapons Safety Officer, Crypto Board Officer, Historian, Flight Deck Helicopter Officer, Personnel Officer, Human Resources Management Officer, and Library Officer.

The respondents were requested to rank a priority on the duty of Library [illegible]ficer in the questionnaire. This collateral assignment ranked from 2 to 4 among 50 percent of the population. Six officers neglected to indicate Library Officer in the questionnaire as a collateral assignment. More than 60 percent of the members of the population indicated that their library duties were voluntary rather than assigned. There were three

Chaplains who pointed out that their responsibility as Library Officer was part of their primary duties as Chaplain.

The length of time served as Library Officer follows:

Number of Months as Library Officer	Frequency	Proportion
0 - 5	8	.266
5 - 10	6	.200
11 - 15	5	.166
16 - 20	2	.066
21 - 25	4	.133
26 - 30	2	.033
31 - 35	1	.033
36 and over	2	.066
Totals	30	.996

Twenty percent of the respondents indicated that they were Library Officers for only one month. The longest term as Library Officer was four years; an accumulation of four different assignments on four different ships. The turnover of this duty as Library Officer was very rapid on board ship.

The reasons for becoming Library Officer were varied. Table 8 indicates the three most important reasons in rank order. Slightly more than 35 percent of the respondents indicated that the position was assigned. Nearly one-half of the population members responded that they volunteered to become Library Officer and listed a conscientious desire to improve the ship's library as their first reason. Some of the officers listed only one reason.

Table 8

Reasons for Becoming Library Officer

Reason	First Listed Reason Number	First Listed Reason Proportion	Second Listed Reason Number	Second Listed Reason Proportion	Third Listed Reason Number	Third Listed Reason Proportion
Desire to improve ship's library	13	.433	2	.066	1	.033
Assigned position	11	.366				
Assumed duties of predecessor	2	.066				
Enjoy reading/love of printed word	3	.10	2	.066		
Felt everyone should read to broaden their knowledge	1	.033				
Boost and maintain morale	2	.066	1	.033	1	.033
Felt it a necessity	1	.033				
No one else eager to do job			1	.033		
Service to the crew			1	.033		
Interest in people			1	.033		
Only one who attended Recreation Management Workshop			1	.033		
As responsible officer for appointing Library Officer, appointed self			1	.033		
Corollary to Educational Services Officer					1	.033
Fits with job as Special Services Officer					1	.033
Familiar with library system					1	.033
Interest in administration					1	.033

Table 8 (Continued)

Reason	First Listed Reason Number	First Listed Reason Proportion	Second Listed Reason Number	Second Listed Reason Proportion	Third Listed Reason Number	Third Listed Reason Proportion
Recognition of need for future generations to understand the past and present for the future					1	.033
Need a library					4	.133
Reduce boredom during extended deployment					1	.033
No replies			14	.466	20	.666

Factor IV--Education. Officers were asked to respond on the highest educational level they had achieved. The resulting information is tabulated in Table 9. More than 40 percent of the respondents indicated that they had earned bachelor's degrees and 20 percent pointed out that they also had attended Officer Candidate School. Only two Chief Petty Officers had not attended four years of college. The Chief Petty Officer with the associate degree planned to further his studies for a bachelor's degree in the very near future. Master's degrees had been earned by more than 10 percent of the population.

Subject fields in which majors were taken are also tabulated on Table 9. Thirty different subjects were indicated in the questionnaire. Findings indicated that the three most popular subject areas were in business administration, humanities, and natural sciences. Master's degrees represented histology, psychology, and theology. The doctoral degree was earned in the subject of theology. English literature was represented in 10 percent of the findings as the major for the bachelor's degree.

Factor V--Experiences. A myriad of information about frequency of administrative experiences is reflected in Table 10. These administrative experiences were held by the respondents prior to their becoming Library Officers. Ten percent of the population members were in charge of

Table 9

Educational Achievement

Highest Educational Achievement	Frequency	Proportion
High school	1	.033
Associate Degree	1	.033
Bachelor's Degree	13	.433
Officer Candidate School and Bachelor's Degree	6	.200
Military Academy and Bachelor's Degree	3	.100
Master's Degree	5	.166
Doctoral Degree	1	.033
Totals	30	.998

Degrees Completed and Major Areas of Concentration

Subject Areas	Associate Major	Bachelor's Major	Master's Major	Doctoral Major
Business Administration		7		
Engineering		3	1	
Humanities		7		1
Natural Sciences	1	7	1	
Physical Sciences		2		
Social Sciences		4	3	

Table 10

Administrative Experiences

Occupations	Frequency
Division Officer	4
Communications Officer	3
Administrative Officer	1
Athletic Officer	1
Assistant Combat Information Center	1
Cruisebook Editor	1
Department Head	1
Drug Abuse Program Advisor	1
Educational Services Officer	1
Electrical Officer	1
Electronic Material Officer	1
Electronics Warfare Officer	1
Engineer Training Coordinator, Assistant	1
Executive Officer	1
Flight Deck/Helicopter Control Officer	1
Graduate Teaching Assistant	1
Gunnery Assistant Officer	1
Gunnery Officer	1
Manager, College Student Store	1
Manager, Navy Exchange Warehouse	1
Navigator	1
Navy Reserve Officers Training Corps Unit Color Guard Commander	1
Navy Reserve Officers Training Corps Unit Operations Officer	1
Navy Reserve Officers Training Corps Unit Operations Freshman Company Commander	1
Operations Officer	1
Parish Priest	1
Postal Officer	1
Public Affairs Officer	1
Recreation Fund Custodian	1
Research Division Officer	1
School Director	1
Second Division Officer	1
Special Services Director	1
Supply Officer	1
TASS Division Officer	1
Watch Officer	1
Weapons Officer	1

communications and 13 percent were advisors to the Drug Abuse program. Other administrative positions represented a wide array of different types of technical, business, and educational type of jobs.

Table 11 is divided into three parts: total number of administrative positions held, a listing of general library experiences including shipboard library, and Navy experience in library operation or administration on ship or shore. Approximately one-third of the respondents indicated that they had had no administrative or supervisory experience and only one officer reported that he had had more than 20 administrative and supervisory experiences in his career. Findings showed that 32 percent of the respondents had held five to eight administrative positions.

More than 40 percent of the participants pointed out that they had had high school library experience while more than 50 percent indicated that they had experienced jobs in the elementary and intermediate school libraries. Of the respondents 13 percent manifested that they had had public library experience. Only 10 percent of the population noted that they had had shipboard library experience, although earlier findings indicated that almost 75 percent of the respondents had had six months experience as Library Officers. Participation in summer reading programs in the public library had been experienced by 10 percent of the population. One officer reported 3½ years experience in a university music library.

Table 11

General and Library Administrative Experiences

	Frequency	Proportion
Total Number of Administrative Positions Held:		
0 - 2	9	.300
3 - 4	3	.100
5 - 6	5	.166
7 - 8	5	.166
9 - 10	3	.000
11 - 12	0	.000
13 - 14	0	.033
15 - 16	1	.033
17 - 18	1	.033
19 - 20	2	.066
More than 20	1	.033
Totals	30	.997
General Library Experience:		
Elementary School Library	8	.266
Intermediate School Library	9	.300
High School Library	12	.400
Public Library	4	.133
Library Club	1	.033
Summer Reading Program	3	.100
Special Library	1	.033
Community Junior College Library	2	.066
Shipboard Library	3	.100
College Library	2	.066
(Frequency is higher than 30 responses because of the possibility that more than one item could be selected.)		
Navy Library Operation/Administration Experience Prior to This Assignment:		
Yes	2	.066
No	28	.933
Totals	30	.999

Knowledge of the Resources and Services of the Naval General Library Program (Question 2)

Table 12 sets forth data on nine ways the respondents found out about the Naval General Library program. More than 60 percent of the individuals had discovered the program through predecessors and the Naval Regional Librarian when they had been notified of an annual ship visit. Slightly more than 16 percent of the population members designated that they had discovered the program through the Naval General Library Newsletter, correspondence from CNETS, and the ship administration. Other ways of finding out about the program revealed the following sources: library workshops conducted by the Naval Regional Librarian, the Recreation Management Afloat program, and requirements for a pre-deployment assignment.

Table 12 also shows the perceptions of the Library Officers regarding the adequacy of resources from CNETS. Of the respondents 90 percent specified that the resources were adequate for ship libraries, whereas 10 percent indicated that the resources were inadequate for their ship library needs.

Factor I--Resources (Manual, Newsletter). Table 13 provides data about the perceptions of the Library Officers

Table 12

Naval General Library Program

		Frequency	Proportion
Ways Library Officers Found Out About CNETS:			
Naval Regional Librarian		19	.633
Correspondence from CNETS		5	.166
Library Officer Predecessor		5	.166
Naval General Library Newsletter		5	.166
Ship Administration		5	.166
Library Workshop		1	.033
Navy Regulations		1	.033
Pre-deployment Assignment		1	.033
Recreation Management Afloat Program		1	.033
(Frequency is higher than 30 responses because of the possibility that more than one item could be selected.)			
Adequacy of CNETS Resources for Ship Libraries:			
Yes		27	.90
No		3	.10
	Totals	30	1.00

General Comments:

Positive

More than adequate

Should get more non-fiction than fiction titles

Adequate as long as he knows what is available (resources)

Negative

Would like to see periodical subscriptions renewed again and placed on automatic distribution

All library materials should be within the General Services Administration (GSA)

Quantity is "ok" but not quality

Lacking in basic research (resources for college courses)

Ship Libraries should get more titles

Table 13

Usage Data of the Naval General Library Manual and Naval General Library Newsletter

	Frequency	Proportion
Manual (NAVEDTRA 15862A):		
Very helpful	4	.133
Not helpful	22	.733
Haven't used it	2	.066
Didn't know about it	2	.066
Totals	30	.991

General Comments:

Positive

Helpful on classification

Bible for Library Administrator

Helpful on procedures

Handy as to who to contact (for materials, services)

Guidelines for Library Officers

Useful for workshops

Negative

Not handy for day-to-day operation

Needs updating badly

Needs expansion on requisitions

Need materials for problems on small ships

Take part of accountability out of manual; scares people

Chapter 15 only helpful; the rest is a waste

	Frequency	Proportion
Newsletter (NAVEDTRA 38000):		
Helpful	18	.600
Not helpful	11	.366
Haven't used it	1	.033
Totals	30	.999

General Comments:

Positive

Articles are useful

Keeps abreast of what's happening in the library world

Negative

Want increase on recent events in library world

Doesn't mean anything

Don't know how to use it

Recommendations:

Best seller list should be added for ship libraries so they could order titles for their libraries

Problems and solutions of ship libraries (case studies) should be added

Have a separate newsletter for ship libraries; provide helpful hints as a regular feature towards the Naval General Library Manual and the Naval General Library Newsletter. Of the participants 73 percent reported that the Manual was not helpful for their needs while 37 percent declared that the Newsletter was not helpful.

Factor II--Services. As stated in Chapter II, the services of CNETS are extended through their field agents, the Naval Regional Librarians. Table 14 depicts information about the direct services received from CNETS and indirect services from this agency through the Regional Librarians.

Automatic distribution was designated by 80 percent of the population as a direct service from CNETS. Actually, there should have been a 100 percent representation as all ship libraries receive an automatic distribution of paperback and clothbound materials. Other services used directly from CNETS were book stock orders and the Naval General Library Manual.

Services from the Naval Regional Librarian Pearl Harbor were specified in the second part of this table. Slightly more than 16 percent of the participants noted that the services of the Fleet Exchange Library at Pearl Harbor were used. Table 14 also exhibits that 13 percent showed that they had used the Naval Regional Librarian's services for their pre-deployment visits. Of the respondents 10 percent noted that they had employed the

Table 14

CNETS Services

	Frequency	Proportion
Services Received from CNETS:		
Automatic distribution	24	.800
Book orders	1	.033
Manual	1	.033
Totals	26	.866
Services Received from Naval Regional Librarian:		
No response (didn't know there was a Regional Librarian until the interview)	9	.300
Fleet Exchange Library	5	.166
Pre-deployment assistance	4	.133
On-the-job training on board ship	3	.100
Workshops	3	.100
Advice on periodical support	1	.033
Building a new ship library (renovated space; facility, collection)	1	.033
Everything for the first time	1	.033
Frequently	1	.033
Visit in Guam	1	.033
Visit in Yokosuka	1	.033
Totals	30	.997

Naval Regional Librarian's services through on-the-job training visits on the ships. Of special interest, the table displayed that 30 percent did not know that there was a Naval Regional Librarian at Pearl Harbor until the interview session for the study.

Factor III--Goals and Objectives. In Table 15 83 percent of the population indicated that they agreed with the mission of the Naval General Library Program. General comments are included to provide justification for their responses.

Meeting the Standards of the Naval General Library Program

Ways the Administration and Priorities of Ship Library Program Meet the Standards of the Naval General Library Program (Question 3)

The findings related to Question 3 of Chapter I are displayed in the statistical tables reflecting the function of the ship library, the ship library program, the priorities of the ship library program and responsibilities of the Library Officer.

Factor I--Functions of the Ship Library. Table 16 indicates the perceptions of the Library Officers regarding the functions of the ship library. One-third of the population indicated that the library of the ship solely provided recreational needs, whereas one-fourth indicated that the main purposes of the library were for recreation and education. More than 16 percent of the respondents designated that the ship library served as a means for educational advancement while they were at sea.

Table 15

Mission of the Naval General Library Program

According to the mission of the Naval General Library Program, do you feel that your own personal goals and objectives as Library Officer agree with the goals in the mission?

	Frequency	Proportion
Yes	25	.833
No	5	.166
Totals	30	.999

General Comments:

Positive

Have a greater emphasis on art and literature. A need for specific area designed and designated as a library in ship construction. Presently a library officer is forced to utilize "hand me down" spaces for the library. Ship construction is not geared to accept and fulfill the goals of the Naval General Library Program; this puts the Library Officer in a precarious position and forces a reevaluation of his own personal goals.

But my goals are higher and expectations are lower. Given resources and time, the Navy's mission should be everyone's goal.

Have an open mind and share love for the printed word; knock out the cockiness that started with birth and there's something in the library in the past and future for the present reader.

However, full realization in all areas of these objectives is not possible due to space and funding limitations. Emphasis is on specific areas; should be a command prerogative.

Difficult to define goals; day to day fight to hang onto space and keep things on an even pace.

Negative

CNETS goal is to run a public library on board ship. Don't agree with well balanced collections because ship's crew need a collection that people want.

Only agree with ". . . to assemble, preserve, and make easily and freely available. . . ." We have received automatic distribution of political, racial, and educational books only to have them take up space--unopened. After hard work and long periods at sea, the majority of the crew want only simple, light hearted material for relaxation.

Having balanced collection is dangerous especially for small submarines where space limitation is a problem.

Don't have all the time to do what the mission proposes.

Table 16

Perceptions on the Functions of the Ship Library

	Frequency	Proportion
Provide recreational needs	10	.333
Provide recreation and education	8	.266
Serve as educational advancement while at sea	5	.166
Central location for distribution of reading materials with limited control	2	.066
Interest minds outside their duties	2	.066
Place to get away from noise	1	.033
Serve as an inspiration; a "happening" in a private way	1	.033
Something to do that is "not Navy" while on ship	1	.033
Totals	30	.996

Factor II--Ship Library Program. Library Officers were requested to indicate how the library was used on board ship. The relevant data are cited in Table 17. More than 57 percent of the respondents pointed out that the shipboard library met the crew's needs in port as well as at sea, whereas 30 percent declared that the library did not meet the crew's needs at all. There were 13 percent of the respondents who revealed that the shipboard library met the crew's needs only at sea because there was so much to do while they were in port at Pearl Harbor. The convenience of a station library on base was also a factor.

Table 17

Ship Library Program

As you know the Naval General Library Program, to what extent does the ship library meet the needs of the crew?

	Frequency	Proportion
Meets needs in port and at sea	17	.566
Doesn't meet needs at all	9	.300
Meets needs only at sea	4	.133
Totals	30	.999

General Comments:

Positive	Negative
Provides adequate resources for leisure activities	No reading space; collection is obsolete; no study facilities
Meets needs 90 percent when library is up to par	Lacked publicity; no usage
Adequately	Little extent. Not the fault of the library system--requires command interest
Crew very happy with program	Doesn't meet needs because of selection of materials
Completely satisfied with wants and needs as they are minimal	
Sufficient for the crew size	
Meets needs 100 percent while at sea	

Factor III--Priorities. Table 18 portrays information about perceptions of the training priorities for the ship library program. Of the population 40 percent expressed a high priority for training the Library Officer and attendants. There were 23 percent of the respondents who indicated that there were no priorities for training since they had had no assistants to work in the library.

Table 18

Perceptions on Priorities

	Frequency	Proportion
Training Priorities for Ship Library:		
High	12	.400
Low	4	.133
None	7	.233
Indifferent	7	.233
Totals	30	.999

General Comments: Don't need to train anyone for the library, only need someone that's responsible; a good shipmate sort of thing.

Priorities are non-existent.

Have no assistants to train.

Doesn't feel training is a matter of priority, but rather of need.

Second priority like general in rate training.

	Frequency		
	High	Low	No Answer
Priorities on Funding, Location and Assignment of Library Assistants:			
Ship priority on funding for library	9	20	1
Ship priority on location	13	16	1
Ship priority on the assignment of library assistants	7	22	1

Selected Comments:

Favorable	Unfavorable
When need arises, priorities are high	Library is a nice to have luxury, but could be dispensed with at a moment's notice.

Slightly more than 23 percent revealed an indifferent response to the question of training priorities. There were 13 percent who declared that the training priorities were low on board ship because of higher priorities of their major duties.

The second part of this table shows the Library Officers' priorities concerning funding, location, and assignment of library assistants. In the opinion of the participants the highest priority was placed on location; the lowest priority, on the assignment of library assistants. All priorities concerning the factors of funding, location, and assignment were basically low; as one Library Officer indicated, "Library is a nice to have luxury, but could be dispensed with at a moment's notice."

Factor IV--Responsibilities. Table 19 is divided into three sections. The information gathered depicts the responsibilities of Library Officers to the library program, their library assistants' primary responsibilities to the program, and the Captain/Administration's responsibilities to the program. The first part indicates that more than 46 percent of the respondents revealed that their responsibility to the library program was to obtain as many books as possible for the library. The second portion of the table indicates that more than 66 percent of the participants declared that the library's assistants were to conduct the day-to-day operation of the library.

Table 19

Primary Responsibilities to the Ship Library Program

	Frequency	Proportion
For Library Officers:		
Get as many books as possible	14	.466
Lay groundwork; set policies and insure reinforcements	4	.133
Not sure	3	.100
Oversee the administration of the library	2	.066
Get place organized, program set up	1	.033
Insure they're getting full benefit of multi-faceted library program	1	.033
Keep library going according to the manual	1	.033
Keep library updated and run professionally	1	.033
Make sure books get properly processed	1	.033
Meet needs of the crew and get fleet attention	1	.033
Supervisor	1	.033
Totals	30	.993
For Library Assistants/Ship Librarians:		
Day to day operation	20	.666
Administer and run the library	1	.033
Assist in pre-deployment effort	1	.033
To be source of information	1	.033
No response	7	.233
Totals	30	.998
For Captains/Administration:		
Provide support and interest	18	.600
Appoint Library Officer	4	.133
None (no responsibilities)	3	.100
Being morale officer; provide morale	1	.033
Insure CNETS directives are carried out	1	.033
Responsible for everything on board ship	1	.033
See that the program exists	1	.033
To sign chits and pay the librarian	1	.033
Totals	30	.998

No replies were given by 23 percent because they did not have any library assistants. The third section of the table displayed that 60 percent of the respondents reported that the Captain/Administration's primary responsibilities to the ship library program were to provide support and interest. More than 10 percent declared that the Captain and ship administration had no responsibilities to the program.

Factor V--Relationships with the Captain/Administration. The Library Officer's relationships with the Captain/Administration were expressed in the following tabulation:

Quality of Relationships	Frequency	Proportion
Excellent	11	.366
Very good	7	.233
Moderate	5	.166
Poor	2	.066
Very poor	1	.033
No chance to observe	3	.100
Nonexistent	1	.033
Totals	30	.996

More than 36 percent of the responses to this question showed that relationships between the Captain/Administration and the Library Officers were excellent. This finding indicated that the ships' administration showed interest and provided support in most of the shipboard library programs.

Training Programs

Training Programs in General and in Library Administration (Question 4)

Factor I--Navy Training Programs Taken. As revealed by the citations in Table 20, 30 courses on various subjects for primary as well as in collateral duties were taken by the Library Officers. The Library Officers were asked to comment on how these courses may have assisted them in administering the library program. There were 73 percent of the officers who declared that the general Navy training courses did not help them in the administration of the ship library program. Of the respondents 13 percent indicated that these courses assisted them in the organization of the library. Table 20 also reveals that 10 percent of the population reported that some of the courses helped to provide general administrative tools for the management of their libraries.

Factor II--Library Education. Table 21 is separated into two parts to provide data on library education and Naval Regional Librarian's workshops. Only one-third of the participants indicated that they had attended the Naval Regional Librarian's workshops and more than 45 percent revealed that they had had no training in library science. Of special significance, is that 10 percent of

Table 20

Navy Training Courses Taken by Library Officers for Primary and Collateral Duties

Course	Frequency
Surface Welfare Officer School	7
3M School	5
Weapons Department Administration and Operations	4
Anti-submarine School	1
Basic Nuclear Power School	1
Combat Information Center School	1
Collateral Duty Intelligence Officer School	1
Command Systems Weapons Administration	1
Communications Officer School	1
General Purpose Electrical Test, Equipment Administration	1
General Training	1
Gunnery School	1
Leadership and Management Training	1
Main Propulsion Assistant	1
Management for Forces Afloat	1
Medical Services Technology	1
Military Justice for Non-Lawyers	1
Naval Supply Corps School	1
Navigation	1
Nuclear Power Prototype Submarine School	1
Nuclear Safety	1
Personnel Administration	1
Petroleum School	1
Pharmacy On-the-Job Training, Senior Corpsman	1
Planned Maintenance System School	1
Recreation Management Afloat Workshop	1
Rules of the Road	1
Senior Chaplain Advanced Course	1
Shiphandling School	1
Submarine Officer Indoctrination Course	1

(Some officers took more than one of these courses)

Comments on How These Courses Helped in Library Administration	Frequency	Proportion
Introduced services available to help ships (Recreation Management Afloat Workshop)	1	.033
Organization	4	.133
Provided general administrative tools	3	.100
None	22	.733
Totals	30	.999

Table 21

General Library Training Courses and Navy Library Workshops

	Frequency	Proportion
College orientation course	1	.033
Library section in college course	3	.100
Navy Recreation Management Afloat Workshop: Library Portion	2	.066
Naval Regional Librarian's Workshops	10	.333
No training	14	.466
Totals	30	.998

Navy Library Workshops

A. To what extent do the training workshops offered by the Naval Regional Librarian fill the Library Officers' needs in administering the ship library?

	Frequency	Proportion
Great extent	10	.333
Never attended one	20	.666
Totals	30	.999

General Comments on Training Workshop:

Outstanding

Excellent; without which uneducated Library officers can do the job

Good information for administration for the library

Best information as to who to contact and where to go for help

Helped about 150 percent

B. Recommendations for Improvement of Basic Library Management Workshop

	Frequency
Never attended; don't know what to recommend	12
Very satisfied; no recommendations	8
Intensify and extend workshop to 2 days	2
Have less handouts; simplify instructions in Manual	1
Have larger conference area to work in	1

Table 21 (Continued)

	Frequency
Have actual day-to-day presentation on the nitty gritty side of operation	1
Have workshop for commanding officers	1
Orient workshops to practical level for small ships	1
Get a projector that works	1

the respondents received some library education as part of their college courses.

The ten Library Officers who had attended the Naval Regional Librarian's workshops specified that the program had filled their needs to a great extent in administering the ship library. The remaining respondents had never attended any library workshops.

Results from Critical Incident Technique

Factors Contributing to Satisfaction and Dissatisfaction of Administrative Ship Library Officers (Critical Incident Technique)

Factor I--Satisfying Factors. Table 22 presents a citation of the number of favorable incidents along with frequencies and percentages.

The 30 respondents in this study related 26 different incidents as being positive for the first three questions relating to satisfying incidents. The total number of incidents reported for the entire critical

Table 22

Critical Incident Technique--Satisfying Factors

A. Has there been a recent incident that made you feel exceptionally good as Ship Library Officer?

	Frequency	Proportion
Yes	11	.366
No	14	.466
No response	5	.166
Totals	30	.998

B. How did your training help you or not help you at all?

	Frequency	Proportion
Helped	12	.400
Not helped	1	.033
No response	17	.566
Totals	30	.999

C. Has the training of library attendants on a frequent basis (because of the rapid turnover) been frustrating or good because of your training in Naval libraries?

	Frequency	Proportion
Good	2	.066
Frustrating	6	.200
No response/No training	22	.733
Totals	30	.999

incident questionnaire included 49 statements. More than half of the total responses were favorable.

The first part of Table 22 reveals that five Library Officers left the section blank. Almost half of the officers indicated that they had not had any great satisfying feelings about being Library Officer on the ship. However, more than one-third of the population members gave a positive reply to a statement regarding an incident that made them feel exceptionally good as ship Library Officers.

The second part of Table 22 indicates that 40 percent of the population members reported that their training in basic library management had helped them. More than 50 percent of the participants had not received any library training; therefore, they left the answer blank.

The third part of Table 22 showed that 20 percent of the respondents declared that training of library attendants on a frequent basis had been frustrating. Since almost three fourths of the population membership had not received any training in basic library management, there were responses to the alternatives "no response" or "no training" in excess of 73 percent.

Factor II--Dissatisfied/Uncomfortable Factors and Recommendations. Table 23 shows the uncomfortable or dissatisfied feelings of the Library Officer. More than 43 percent of the respondents declared that they felt uncomfortable about being Library Officer and related 13 incidents. However, the same number of respondents reported that they did not feel uncomfortable about their positions as Library Officers. Slightly more than 13 percent of the participants did not respond to this question.

Table 23

Critical Incident Technique--Dissatisfied Factors

Has there been a recent incident that made you feel uncomfortable about your position as Library Officer?

	Frequency	Proportion
Yes	13	.433
No	13	.433
No response	4	.133
Totals	30	.999

If you answered "yes" to the above question, please provide some recommendations or suggestions as to what could have been done on the part of (a) CNETS, (b) the Naval Regional Librarian, and (c) the ship administration to help avoid this situation.

	Frequency	Proportion
Recommendations for CNETS	1	.033
Recommendations for the Naval Regional Librarian	2	.066
Recommendations for the ship	7	.233
No response	20	.666
Totals	30	.998

A. Selected Recommendation for CNETS:

Simplify requirements to obtain books for pre-deployment and make it easier to order them by supplying ships with book stock lists and titles for best sellers automatically.

B. Selected Recommendation for Regional Librarian:

Have a semi-annual check on a ship library to improve the state that it's in.

C. Selected Recommendations for the Ship:

1. Involve the Division Officer, Department Head, and Executive Officer in the Library program.
2. Establish minimum usage data for shipboard library and make it part of the Commanding Officer's check-off list for his command inspection.
3. Have an officer at the squadron or Group level responsible for the library program as part of the Human Resources Management program. If the lesser commands fall down, gig them on the basis of holding them responsible and accountable for their actions.

Table 23 (Continued)

4. Assign this duty of Library Officer to an officer with relatively fewer duties.
5. Place a higher priority on space and location of ship library.

Information in the last part of this table pertains to requested recommendations for CNETS, for the Naval Regional Librarian, and for their ship administration if the answers of the respondents were affirmative. One-third of the population responded with seven suggestions for the ship administration, with two recommendations for the Naval Regional Librarian, and with one suggestion for CNETS.

To illustrate the various categories, comments from the population were selected for inclusion in this report and were quoted exactly as written. In a few instances, however, some descriptive material was omitted in the interest of space and readability. The names of specific ships have been deleted to insure the complete anonymity of the participants.

Feelings of satisfaction were related in about 37 percent of the total number of responses. The following statements were selected as being representative of this category:

> Seeing the crew's reaction to my effort to get new books. It was well received and almost everyone who uses it personally thanked me for getting [the library] up to par.

> We were able to fill the submarine's library with new and interesting 300-350 volumes to hold the interest of a 100-man crew for six months!
>
> The opportunity [as Library Officer] afforded me to open young minds to the World of Man--his accomplishments, his hopes, and desires.
>
> Crew became active in the selection of new books we will order.
>
> Theft level has dropped and people are returning books after reading.
>
> Recognition follows inspection by Naval Regional Librarian.

Responses as to whether training helped or not helped the Library were as follows:

> Recent training brought to my attention the means by which to obtain and circulate books effectively. I am now enlightened as to what is available to me.
>
> [Training] helped me with adding books to my library and disposing of old ones, knowing who to contact for help and where to go for help.
>
> [Training was] exceptionally helpful; however, no command attention.
>
> Lack of training has hindered [me] in not knowing how to help the crew pursue the best possible support for the ship library.

Training of library attendants had been frustrating to 20 percent of the population, and only 7 percent declared that the training was good. Selected responses are represented with the following:

> Continuity [has been] established. Trial and error attempts to get organized caused the most frustration.
>
> Main problem is finding personnel wishing to devote the time in working in the library.

> I have had no training. Frustrating indeed to get an assignment one does not understand.

Uncomfortable and dissatisfied feelings about their position as Library Officers are represented in the following statements:

> Organizing a situation wherein operational decisions are made from the administrative chain of command. The librarians are the duty yeoman in each duty section. These men do not work for me other than part-time help. Subsequently I feel my position is purely administrative to establish guidelines and to encourage enforcement of same. Yeoman duties often interfere but that is to be expected. The library is treated as a luxury item and is kept up as the limited time allows.
>
> Simply seeing the state it [library] was in.
>
> The lack of comprehension by shipboard Commanding Officers of the real and enduring need for a full library program.
>
> Getting it started. Cannot get Executive Officer, Commanding Officer really involved.
>
> There is a viable [opportunity] for ship library and this has bothered me, but have been unable to expend time/resources to rejuvenate [the library] due to higher priority commitments.
>
> Numerous people have complained about the lack of sufficient hours [library is] open.
>
> People are constantly asking me when we are going to get a space for the library.

Recommendations on what could be done on the part of the ship administration, the Naval Regional Librarian, and CNETS are presented in the following suggestions:

For the Ship

> Library Officer is a collateral duty with a very low priority. If it is to be performed properly [or at all] it would be best to assign this duty to an officer with relatively fewer responsibilities. There is one large drawback to this solution; however, and that is, that most officers on board ships of this size [FF] and smaller [ones] already have three or four primary and collateral duties.
>
> The lack of library space is a command interest problem, not a library management problem. Possible spaces have been given to departments as office/storage access instead of a shipboard library.
>
> On ships like mine, space is very, very limited. The space formerly used for the ship's library is now coke storage. There is simply not enough room to accommodate everything--and obviously the Command considered additional storage for coke to have a higher priority than a specific space for the ship library. . . .

For the Naval Regional Librarian

> Make sure that all the ships are up to par on all the information available to each force unit.
>
> Have the Naval Regional Librarian visit and help more often. Have her visit other ships in the Western Pacific areas besides Pearl Harbor.

For CNETS

> I did not realize it would take 8 weeks to get many of our books. It would have been nice if CNETS would publish [this fact] and make it more obvious to ship libraries.

Other recommendations pertaining to the dissatisfying factors of the critical incident technique may be found at the end of Table 23, and additional recommendations have been included in Table 24 as a result of

Table 24

Recommendations for Improved Operation of Ship Library Programs

	Frequency	Proportion
For CNETS		
More bestsellers	8	.266
Satisfied; no recommendations	4	.133
Allot area for library when planning ships	3	.100
Not enough experience with CNETS to make recommendations	2	.066
Advertise services more	1	.033
Allocate time, money, and people to ship library	1	.033
Best sellers should be sent automatically; no time to do a book order on ship	1	.033
Do away with references	1	.033
Have requirement specifications for library area for all classes of ships	1	.033
Make ship library a program of Human Resources Management Center	1	.033
Provide checklist for basic references	1	.033
Provide materials that they ask for	1	.033
Provide more information on recent books; how to order books, how to get library started	1	.033
Reevaluate educational level of people in the Navy	1	.033
Remove the library from ship; has no place on active salvage ship	1	.033
Stop ethnic literature	1	.033
Update manual	1	.033
Totals	30	.995
For Naval Regional Librarian		
Very satisfied; no recommendations	17	.566
Provide more workshops, e.g., every 3 months	7	.233
Enlarge Fleet Exchange Library	2	.066
More visits to the ships in Yokosuka	2	.066
Come to sea and stay on ship for at least 2 weeks for training personnel in library	1	.033
Get more assistance (staff) in Fleet Exchange Library	1	.033
Totals	30	.997

Table 24 (Continued)

	Frequency	Proportion
For the Ship Administration		
No replies	11	.366
Take an interest in the program	5	.166
Pay part-time library personnel for quality work	4	.133
Be responsible to CNETS	1	.033
Follow regulations regarding library	1	.033
Have a library training course at Fleet Training Group on Ford Island	1	.033
Have continuity in library program	1	.033
Have seminar on libraries for commanding officers	2	.066
Have total control of materials	1	.033
Have Operation Evaluation Inspection	1	.033
Basic library science course should be included in general military training program	2	.066
Totals	30	.995

questions asked in the personal interviews. Table 24 shows recommendations for improved operation of ship libraries.

Training Needs

Discussion and Interpretation of Results Concerning Training Needs on Library Administration for Ship Library Officers (Question 5)

It would appear from the findings listed in this chapter that a training program for ship library officers is vitally necessary for an effective ship library program.

Table 25 denotes that 90 percent of the population indicated that a library administration training program was needed for a ship Library Officer.

The need for a training program for ship Library Officers was based on the following significant findings:

1. Two-thirds of the population had never had any training in library operation or library administration.

2. Navy training courses taken in management of other primary and collateral duties were not helpful in their application of these courses to library administration.

3. One-third of the population who had attended the basic library management orientation workshop revealed that it was very helpful in their administering of the ship library program.

4. The Naval General Library Manual (NAVEDTRA 15862A) (1968) was perceived as not sufficient to manage the ship library program because it needed revision.

5. Library officers were not aware of all the resources and services available through CNETS and the Naval Regional Librarian Pearl Harbor.

6. The study confirmed that Library Officers' billets are part-time, collateral duties, and short-termed because of the rapid turnover in this assignment.

7. Training in library administration and operation should be a minimal requirement for ship library

Table 25

Library Administration Training

Do you feel that a training workshop for Library Officers is necessary for ship library administration?

	Frequency	Proportion
Yes	27	.90
No	3	.10
Totals	30	1.00

General Comments:

Positive:	Probably could run with Manual only however, need training workshop to expand on it.
	Should have 3 to 7 days training workshop.
	Library administration requires a lot of training; but don't feel that an administrator needs to be an officer.
	Fleet Training Group should conduct a basic library management workshop for officers and Commanding Officers.
Negative:	Library training is not needed; library is insignificant corner in relation to what the ship's mission is . . . . Library would be the first activity to go.
	If Library Officer has former experience in public or college library, it isn't necessary to have training again.

personnel to safeguard the investment of the Naval General Library Program. (Today's standard price of a clothbound volume is approximately $21. Ship library collections are valued for their inventories from $7,350 to $15,000.)

The following factors should be considered in a training program for ship library officers:

1. Organization of the Naval General Library Program
2. Allocation of resources of the Naval General Library Program
3. Nature of the services of the Naval General Library Program
4. Command responsibilities and minimal inventory control of collection
5. Requirements for space/facility, equipment and furniture, supplies, other library resources and services for ship libraries, personnel and collection organization.

A proposed "Library Administration Orientation Training Program for Part-Time Ship Library Officers" for a two-day training package is included in Appendixes E and F. The goal of this program is effective ship library management for the part-time Library Officers.

Chapter Summary

This chapter has described the backgrounds of the ship Library Officers and their education and experiences in Navy and library administration, as well as the type of ships to which they were assigned. The collateral duties were examined and priorities were assigned to the billet of the Library Officer. The chapter also presented the ship Library Officers' knowledge of the resources and services of the Naval General Library program and modes of application of this knowledge to the administering of their own ship library program. It also set forth their perceptions on priorities for training, funding, personnel, and facility location. Training courses in Navy administration and library management were also examined. The critical incident technique also was used as an instrument in describing the perceptions of respondents about being ship Library Officer. The last part of the chapter discussed the findings in relation to whether a training program in library administration was needed and in relation to what concerns should be included in a training program/package.

CHAPTER V

SUMMARY, FINDINGS, CONCLUSIONS, AND RECOMMENDATIONS

This chapter presents a summary of the study, selected findings, conclusions, and recommendations based on the findings.

Summary

Statement of the Problem

The purposes of this study were (1) to provide a brief historical overview of shipboard libraries with special emphasis on the identification of training needs in the area of library administration within the Western Pacific and Indian Ocean areas, (2) to determine the training needs of shipboard Library Officers in the area of library administration within those areas, and (3) to ascertain how shipboard Library Officers perceived their billets with the overall library operations and procedures of managing a shipboard library.

Major Questions to be Answered

1. What were the characteristics of Library Officers in regard to their educational and administrative

backgrounds for shipboard libraries and their primary billets?

2. To what extent and in what ways have the ship Library Officers employed their knowledge of the services and resources of the Naval General Library Program for the management of their own shipboard libraries?

3. To what extent and in what ways have the present administration of the ship library programs reflected the standards of the Naval General Library Program according to the primary priorities of the ships?

4. What training programs in library administration have been available for officers to their assignment as administrators of library activities aboard ships?

5. On the basis of the findings, what recommendations could be made concerning training needs on library administration for ship Library Officers?

Procedure

Thirty ship Library Officers, representing the 71 homeported ships in the Western Pacific and Indian Ocean areas, were requested to participate in the research study. Guided by the critical incident instrument, along with a personal questionnaire, and personally structured interviews, 30 ship Library Officers assisted the investigator with the study. The data were compiled, tabulated, analyzed, summarized, and reported.

Findings

The most significant findings resulting from this study were identified as the following:

1. Three-fourths of the population were college graduates under 25 years of age with three to four years of active duty service, with an average of four to five collateral assignments in addition to their primary billet, and with ratings in the junior officer category.

2. More than 50 percent of the respondents came from ship libraries with limited space for their library collections because of the type of ships on which they were stationed.

3. Findings indicated that more than 75 percent of the population knew approximately (a) what their primary duties were in the general library program, (b) what the library attendants' (if they had any) primary duties were to the program, and (c) what were the Captain/Administration's responsibilities.

4. Of the population 70 percent had had no training in Navy library operation or administration before becoming ship Library Officers.

5. Findings indicated that 90 percent of the respondents perceived that there was a definite need for a library administration training program.

6. Most of the 30 general Navy training courses in administration for the officer's primary and collateral duties were declared to be not helpful in the administration of the ship library program.

7. One-third of the respondents declared that the main function of the ship library was to meet only the recreational needs of the crew, whereas one-fourth of the respondents indicated that the main function was to meet educational as well as recreational needs.

8. More than half of the population revealed that the ship library program met the needs of the crew in port and at sea.

9. One-third of the population who had attended the four-hour Naval Regional Librarian's basic library management orientation/workshop indicated that it filled their minimal needs in managing their ship library program. There were 45 percent of the respondents who did not receive any training for the Naval General Library Program.

10. Of the respondents 40 percent revealed that the priorities for training were high.

11. According to 20 percent of the population, their first reason for becoming Library Officer was because it was "assigned" to their collateral duty.

12. Of the 60 percent of the respondents in the population who rated priorities from 1 to 16, the billet of Library Officer was ranked in the top four.

13. Of the population, 83 percent of the members expressed agreement with the mission of the Naval General Library Program.

14. Of the population, 90 percent of the members indicated that the resources from CNETS were adequate for their needs; however, 73 percent reported that the Naval General Library Manual was not helpful for their managerial needs for the ship library program.

15. More than 60 percent of the population volunteered to become Library Officer although the other 40 percent were assigned to the program by the Captain or by the ship administration.

16. Almost half the population used some of the services of the Naval Regional Librarian through pre-deployment visits, training workshops, and the Fleet Exchange Library. Findings showed that 30 percent of the respondents did not know about the Naval Regional Librarian.

17. Of the respondents 60 percent discovered the CNETS Naval General Library program through the Naval Regional Librarian.

18. The critical incident questions indicated that more than one-third of the population expressed positive perceptions about being Library Officer, with 43 percent indicating feeling uncomfortable about being in this position because of the lack of training for it.

19. Slightly more than one-third of the ship population respondents showed excellent Command responsibility and management cognizance of the library program. They indicated that 75 percent of the Library Officers declared that they had good to excellent relationships with the Captain and with the ship administration in the library program.

20. More than half of the population had had some general library experience during their grade school and high school years but only one year or less in the assignments of the Library Officer billet.

Conclusions

The following conclusions evolved from the data analysis:

1. There is a definite lack of continuity in the administrative program of ship libraries because of the rapid turnover of Library Officers.

2. Library training is not mandatory for collateral and part-time billets.

3. A "trained" Library Officer would be invaluable in providing the best library resources and services to the crew by making the maximum use of the collections for the mission of the ship, for the General Military Training Program and off-duty education programs, for the Overseas Diplomacy program and the professional services and

resources from CNETS, and for the Pearl Harbor Naval Regional Librarian.

4. The Navy Recreation Management Afloat Workshop's portion on ship libraries is not adequate for the administrative needs of ship Library Officers, since the curtailment of non-appropriated funds for general library support.

5. Training programs in library administration are available from the Naval Regional Librarian's basic library management workshop/orientation, from graduate library schools, and from some federal and civilian agencies.

6. A training program for library administration of ship Library Officers is necessary for the management of an effective library program.

7. Commands at each echelon are not cognizant of the inventory value of their shipboard library collections; therefore, there is a need to assign higher priorities to this program.

8. The shipboard library program is seen as a recreational library more than an educational library or as a valuable tool for diplomacy and more informed seamen.

9. Notices and correspondence from the Naval Regional Librarian may not be reaching all the ship Library Officers because almost one-third of the population sampled did not know about the services or resources of the field agent from CNETS.

10. Library Officer billet is not generally a part of an officer's primary billet.

11. Areas of concern for inservice training and for improvement of the ship library program include (a) better habitability for ship libraries, (b) more basic workshops on acquisitions, policies, or procedures, (c) allocation of time, funding, and people for the program, (d) revision of the Naval General Library Manual, (e) more support of the ship administration, and (f) better control of materials.

Recommendations

On the basis of the findings and conclusions of the study the following recommendations are offered:

1. Commands at each echelon should take an avid interest in the ship library program for the inventory value of its collections and for a continual and effective program of library administration resulting in better informed naval personnel.

2. Commands should place a higher priority on the assignment and training of Library Officers and their attendants, in funding, and on the location for the ship library.

3. A mandatory training program for the Library Officer is necessary for the administration of the library and for maximum usage; therefore, CNETS should have an

organized and comprehensive training plan for part-time Library Officers. A proposed paradigm is in Appendix E as a short-term course for part-time Library Officers. A proposed training model for part-time Library Officers is in Appendix F.

4. Commands at each echelon should coordinate the Library program (a) with the General Military Training program and with off-duty education courses with the Educational Services Officer; (b) with the Overseas Diplomacy Information Materials program and the Overseas Diplomacy Coordinator; and (c) with the Human Resources Management program to meet the minimal needs of their programs.

5. Commands at every echelon should ensure that the use of the library be emphasized in the general training of Naval enlisted and officer personnel.

6. The Naval General Library Manual must be revised to include more information and detailed procedures for ship library officers and attendants; in fact, a separate manual for ship libraries should be issued.

7. A comparative study on attitudes and perceptions of shipboard and shore-stationed Library Officers should be made in the future.

8. CNETS should develop a long-range plan for a training package on library administration of ship libraries for homeported ships inaccessible to a Naval Regional Librarian.

9. Naval Regional Librarian should consider planning a longer basic library management workshop for Library Officers.

10. CNETS should develop a mandatory brief training program for commanding officers and take action to see that the importance of the library be stressed in all ship programs.

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APPENDIXES

APPENDIX A

QUESTIONNAIRE

C O P Y

QUESTIONNAIRE

Please check or fill in the blanks below:

1. Billet

   a. Present rate and primary billet (title) __________

   b. Name of ship ______________________________

   c. Ship Location: Pearl Harbor ( ) Yokosuka ( )
      Subic Bay ( ) Sasebo ( )
      Guam ( ) Other: ______________

2. Personal

   a. Age: 25 or under ( ) 35 to 45 ( )
      26 to 35 ( ) 45 and over ( )

   b. Number of years of obligated service in the Navy to the nearest half year ____________________

3. Collateral Assignments

   a. List your collateral duties and assign priorities:

      1. ____________________ 9. ____________________
      2. ____________________ 10. ____________________
      3. ____________________ 11. ____________________
      4. ____________________ 12. ____________________
      5. ____________________ 13. ____________________
      6. ____________________ 14. ____________________
      7. ____________________ 15. ____________________
      8. ____________________ 16. ____________________

   b. Library Officer billet is an assigned ( ) voluntary ( ) position.

   c. The position of Library Officer is part of the duties of my primary billet. Yes ( ) No ( )

   d. Duration of time (in months) of your present billet as Library Officer.

e. Please list the three most important reasons you decided to become Library Officer.

____

____

____

4. Education

a. Check highest educational level you have achieved

( ) Grade school if less than high school
( ) High School
( ) Associate Degree
( ) Bachelors Degree
( ) Officer Candidate School
( ) Military Academy
( ) Masters Degree
( ) Doctors Degree
( ) Other (e.g., Certificate from vocation, business college . . .) ____________________

b. Indicate major and minor fields for (wherever applicable)

Associate Degree ____________________ (Major)
____________________ (Minor)
Bachelors Degree ____________________ (Major)
____________________ (Minor)
Masters Degree ____________________ (Major)
____________________ (Minor)
Doctors Degree ____________________ (Major)
____________________ (Minor)
Other ____________________ (Subject(s))

c. Check schools attended with library education

( ) Library Technology School
( ) College Orientation Courses
( ) Library Section in other courses, e.g., History, English . . .
( ) Graduate School of Library Science

( ) Navy Recreation Management Afloat Workshop, Library Portion

( ) Naval Regional Librarian's Workshop

( ) Other ______________________________

5. Experience and on-the-job training in library work and usage

a. Check as many items that apply to your experience/on-the-job training in library work and usage

( ) Elementary School Library

( ) Intermediate School Library

( ) High School Library

( ) Public Library

( ) Library Clubs

( ) Summer Reading Program(s)

( ) Special Library

( ) Community/Junior College Library

( ) Other (indicate type of library program) _____

____

b. Did you have any Navy experience in library operation/administration on a ship or shore library before this assignment? Yes ( ) No ( )

c. How did you find out about the Naval General Library Program?

( ) Naval Regional Librarian

( ) Naval General Library Newsletter

( ) Ship administration

( ) Correspondence from Chief of Naval Education Training Support (CNETS)

( ) Library officer predecessor

( ) Navy regulations

( ) Other ______________________________

6. Administrative Experience

a. Please list your other administrative and/or supervisory positions held prior to your duty as Library Officer.

____

b. Total number of administrative and/or supervisory positions you have held. ______

c. List Navy conducted training courses you have had in administration for your primary and other collateral assignments.

d. Please comment on how these courses helped you in library administration.

APPENDIX B

INTERVIEW GUIDE

COPY

Interview Guide

1. As you know the Naval General Library Program, to what extent does the ship library program meet the needs of the crew?

2. How do you think the ship's company feel about the ship library program?

3. What do you consider to be your primary responsibility to the ship library program?

4. What do you consider the library assistants' primary responsibility to the ship library program?

5. What do you consider the Captain/administration's primary responsibility to the ship library program?

6. In general, would you rate your relationship with the Captain/administration as excellent, very good, moderate, poor, very poor in the support of the library program?

7. What priorities are assigned to the library in relation to funding, location, and assignment of library assistants?

8. What are your training priorities for the ship library?

9. What services have you used from the Chief of Naval Education and Training Support for your ship library?

10. Do you feel that the resources from the Chief of Naval Education and Training Support adequate for your ship library?

11. To what extent have you found the Naval General Library Manual helpful?

12. Do you find the Naval General Library Newsletter useful for your needs as Library Officer?

13. To what extent have you used the services of the Naval Regional Librarian?

14. To what extent do you feel the training workshop that is offered by the Naval Regional Librarian fill your needs in administering the ship library?

15. What do you think the library ought to do aboard ship?

16. According to the mission of the Naval General Library Program:

    "The primary mission of your general library is to assemble, preserve, and make easily and freely available to you a well balanced, unbiased collection of library materials with accompanying services that will assist you to: educate yourself continuously, keep pace with progress in all fields of knowledge, become a better member of home and community, discharge political and social obligations, to be more capable in your faily occupation, develop your creative and spiritual capacity, appreciate and enjoy works of art and literature, make such use of leisure time as will promote personal and social well being foster esprit de corps in the naval service."

    Do you feel that your own personal goals and objectives as Library Officer agree with these goals of the Naval General Library Program?

17. Do you feel that a training workshop for Library Officers is necessary for ship library administration?

18. What single recommendation for the improved operation of the ship library program would you make for (a) the Chief of Naval Education and Training Support, (b) the Naval Regional Librarian's services, and (c) the ship administration echelon?

19. What single recommendation would you make for the improvement of (a) the Naval General Library Manual and (b) the Naval General Library Newsletter for Library Officers?

20. What single recommendation would you make for the improvement of the Naval Regional Librarian's training program?

APPENDIX C

CRITICAL INCIDENT QUESTIONNAIRE

COPY

Critical Incident Questionnaire

1. Has there been a recent incident that made you feel exceptionally good as Ship Library Officer?

   How did your training help or not help you at all?

   Has the training of library attendants on a frequent basis (because of the rapid turnover) been frustrating or good because of your training in Naval libraries? Describe your incidents briefly, accurately and objectively. Please be certain to describe a specific incident--not a general condition. You may describe more than one incident if you wish.

2. Has there been a recent incident that made you feel uncomfortable about your position as Library Officer?

   If you answered "yes" to the above question, please provide some recommendations or suggestions as to what could have been done on the part of (a) Chief of Naval Education Training Support (CNETS), (b) the Naval Regional Librarian, and (c) the ship administration to help avoid this situation. Please describe it briefly, accurately, and objectively. Please be certain to describe a specific incident--not a general condition.

APPENDIX D

LETTER OF PERMISSION FROM CHIEF OF NAVAL EDUCATION AND TRAINING SUPPORT

COPY

Department of the Navy
CHIEF OF NAVAL EDUCATION AND TRAINING SUPPORT
Pensacola, Florida 32509

Code N32:da
5070
25 February 1977

Mrs. Arlene Luster
3501 Kepuhi Street
Honolulu, HI 96815

Dear Mrs. Luster:

In response to your enquiry concerning the attitude of this office toward your plans to make the Navy's general libraries aboard ship the subject of a doctoral dissertation, please be advised that there is no objection, the proposal is encouraged, and the assistance of this office will be available at any time needed.

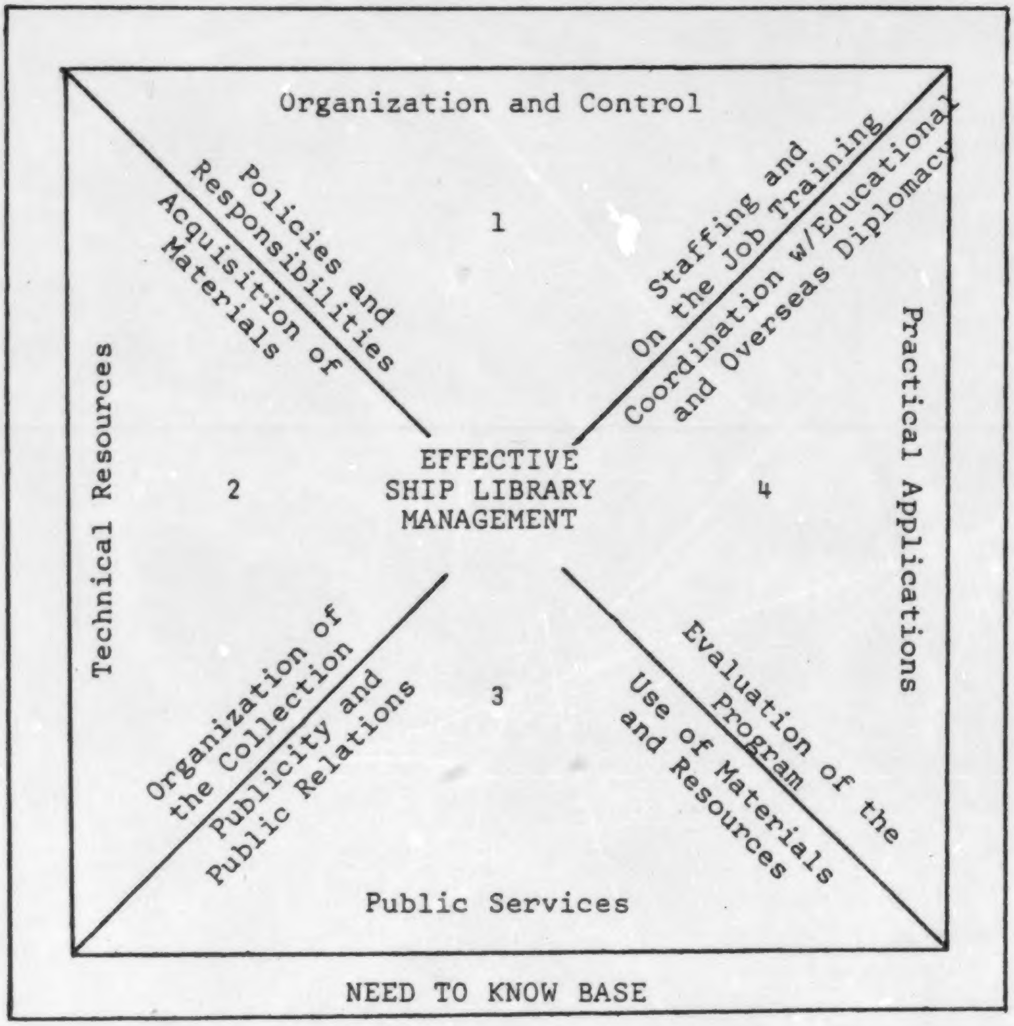
If at all possible, we would like to receive a copy of the completed and accepted dissertation or, if that is not possible, to be advised when copies may be purchased and of the procedures for doing so.

Sincerely,

Gerald M. Coble
Head, Naval General Libraries
Branch

APPENDIX E

PROPOSED LIBRARY ADMINISTRATION ORIENTATION TRAINING PROGRAM FOR PART-TIME SHIP LIBRARY OFFICERS (PARADIGM)


Organization and Control
1
Policies and Responsibilities
Acquisition of Materials
Staffing and On the Job Training
Coordination w/Educational and Overseas Diplomacy
Technical Resources
2
EFFECTIVE SHIP LIBRARY MANAGEMENT
4
Practical Applications
Organization of the Collection
Publicity and Public Relations
3
Evaluation of the Program
Use of Materials and Resources
Public Services
NEED TO KNOW BASE

Library Administration Orientation Training Program for Part-Time Library Officers

1. Organization and Control
2. Technical Resources
3. Public Services
4. Practical Applications

APPENDIX F

PROPOSED TRAINING MODEL FOR LIBRARY ADMINISTRATION ORIENTATION FOR PART-TIME LIBRARY OFFICERS

C O P Y

Proposed Training Model for Library Administration Orientation for Part-Time Library Officers
(Two Days)

First Day

I. Organization and Control
  - A. Organization Charts/Mission
    1. Chief of Naval Education and Training
    2. Chief of Naval Education and Training Support
    3. Naval Education and Training Support Center Pacific
    4. Naval Education and Training Support Center Pacific Detachment, Pearl Harbor
  - B. Policies
    1. Chief of Naval Education and Training Support
    2. Naval Education and Training Support Center Pacific
    3. Naval Education and Training Support Center Pacific Detachment, Pearl Harbor
  - C. Functions
    1. Staff, Chief of Naval Education and Training Support
    2. Naval Regional Librarians
    3. Commanding Officer, Ship
    4. Ship Library Officer
    5. Ship Librarian/Attendants
  - D. Command Responsibilities
    1. Requirements
      - a. Facility/space/habitability
      - b. Personnel
      - c. Equipment and supplies
      - d. Funding
    2. Directives
      - a. Naval General Library Manual
      - b. Naval General Library Newsletter
    3. Staffing/Training
      - a. Selection
      - b. Films
        - (1) "Navy General Library Program"
        - (2) "The Library Assistant"

4. Control
    a. Ship Directive
    b. Inventory Record

II. Technical Resources

A. Types

1. Clothbound materials
2. Paperback materials
3. Periodicals
4. Non-Book materials
5. Audio-visual materials
6. Other

B. Acquisitions

1. Distribution
2. Frequency
3. Applications

C. Book Acquisitions/Selections

1. Book Stock
2. Fleet Exchange
3. Special Request
4. Gifts

D. Paperback Distribution

1. Addition/Reduction
2. Deployment needs

E. Audio-Visual/Non-Book Materials

1. Government Documents
2. Tapes; cassettes/reel-to-reel
3. Phonorecords
4. Sound slides
5. Super 8mm films

F. Weeding/Disposal

1. Local disposal
2. Excess materials
3. Disposal management
4. Fleet Exchange

Second Day

III. Public Services

- A. Needs Assessment/Survey
- B. Circulation
    1. Check in/check out procedures
    2. Overdues
    3. Lost materials/accountability
- C. Hours of operation
- D. Inter-library loans
- E. Publicity and Public Relations
- F. In-House Support/Coordination
    1. Education, General Military Training/Off Duty
    2. Overseas Diplomacy
    3. Command mission
    4. Professional reading
    5. Self-development
    6. Other
- G. Reference and Readers Advisory

IV. Practical Application

- A. Evaluation of the Program
- B. Coordination with Educational Services
- C. Coordination with Overseas Diplomacy
- D. Evaluation of the Collection/Resources
- E. Evaluation of the Services

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